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ABSTRACT

This thematic unit involves 2nd and 3rd grade students in an in-depth study of wild animals and their habitats. The interdisciplinary unit connects knowledge related to art, language arts, applied mathematics, social studies, and science. Students think about different types of animals from around the world and consider how they are alike and different, what their basic needs are, and what their natural environments are like. Students create realistic three-dimensional models of animal environments, select specific animals, conduct research to learn about their natural habitats, and pool information to create a class Animal Data Table and Safari Tour. Each of 31 lesson activities includes a statement of purpose, a list of needed materials, a time frame, and learning goals. Assessment information is given. A unit overview, preparation information, bibliography, and reproducible student sheets are provided. (MM)

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On Safari

Animals and Their Habitats

ED 405 284

SO 027 472

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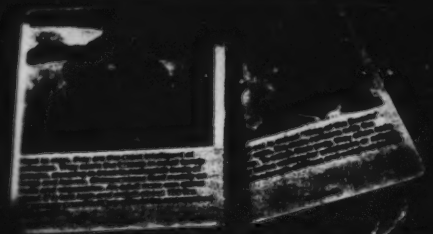

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Grades 2/3

On Safari

Animals and Their Habitats

Heather McDonald

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TAPESTRIES IN LEARNING

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Foreword

Learning in infants and young children manifests itself as a determined effort to make sense of the world through the identification of connections and patterns. It is an active, engaging, and wholly satisfying process.The philosophy of the **Tapestries for Learning** series is rooted in a firm belief in the power of this sort of active meaning-making on the part of all learners, no matter their age. We believe that contextual learning that connects the disciplines and highlights the connections between them is most meaningful and memorable to students.

We are indeed in good company. Many teachers have felt for years that integrated topic-based learning is powerful and worthwhile. They have seen the lasting impression this type of learning has on their students. But they also know that developing high-quality integrative curriculum requires an enormous commitment of time in research and planning.

As we developed the Tapestries series, our goal was to provide teachers with complete, ready-to-use, topic-based units full of rich contextual learning experiences. We felt the tapestry metaphor was apt. Each unit is an intricate weaving of many strands and textures, out of which emerges a rich and detailed image and understanding of the topic.

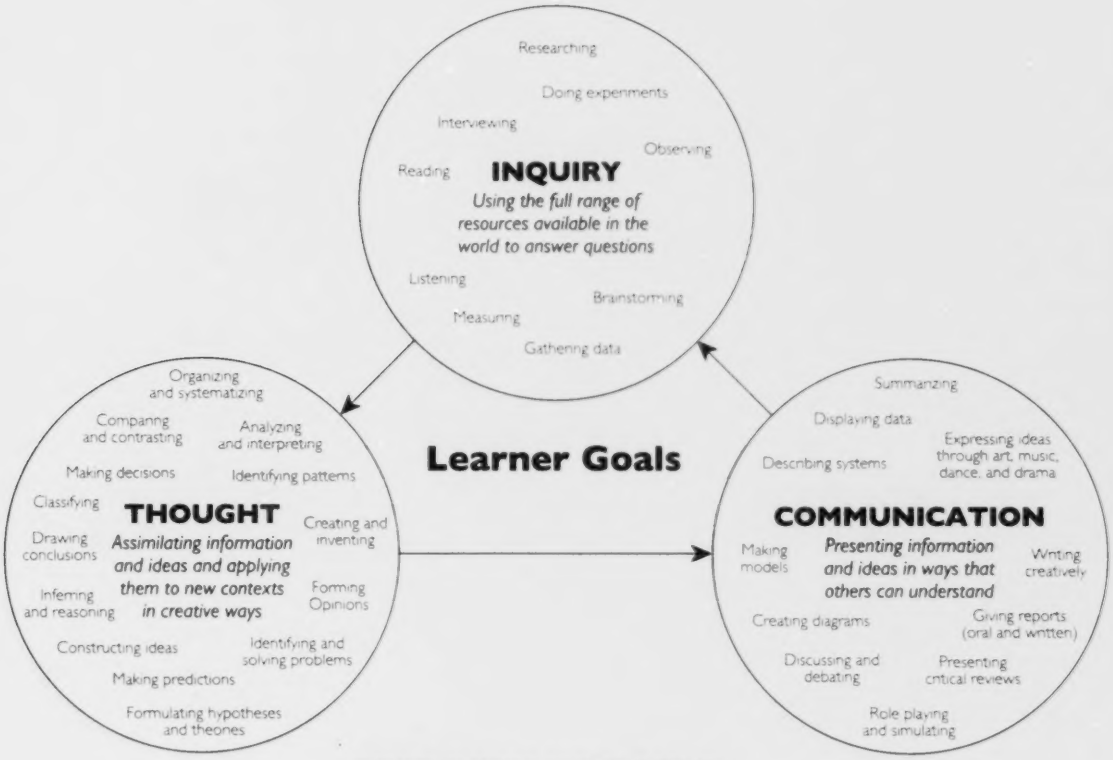
We hope you and your students enjoy these units as much as we have enjoyed creating them for you!

Joan Westley and Heather McDonald
Tapestries for Learning™ series developers

About
Tapestries for Learning™

Leaders in business and industry have long voiced the concern that many students finish school lacking the problem-solving skills required to be strong contributors to the work force. While graduates may have learned facts and discrete pieces of content, they lack the ability to (1) use the full range of available resources to find answers *(inquiry)*, (2) assimilate information and ideas and apply them to new contexts in creative ways *(thought)*, and (3) present information and ideas in ways that others can understand *(communication)*.

The goal of the **Tapestries for Learning** series is to cultivate powerful, active, life-long learners who are capable in all three of these areas. In each unit, students are expected to think independently, identify and use resources, pursue inquiries, analyze and synthesize information, and share their ideas effectively with others. These overall learning goals that bridge the curriculum areas are the central focus of the Tapestries learning experiences.



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INQUIRY In each unit in the series, students gather information from the world around them through reading, doing research, making observations, and listening to speakers. Knowing how to gather information effectively (locating information in reference books, for example) is an important focus of the units. Much of the content learning in Tapestries springs from studies conducted by the students. In this way, students become responsible for much of their own learning. The teacher's role throughout the units is that of facilitator rather than dispenser of knowledge.

Before you start any unit, you will want to visit the school or public library to gather a variety of books and other resources related to the unit topic (see Stock Your Shelves, page T10). These resources will be available to students for research, as well as for use during Independent Reading Time. Selections from the list can also be read aloud. The importance of immersing students in fiction and nonfiction related to the unit cannot be overstated.

THOUGHT The Tapestries series nurtures children's natural thoughtfulness and inventiveness by providing learning activities in which students actively organize their thinking and construct deeper meanings from the information they collect. The expectation for higher-order thinking and problem solving is high, but lessons are presented in such a way that students can approach the learning from many developmental levels, allowing them to grow in understanding no matter where their starting point may be.

COMMUNICATION Students have many opportunities to express themselves through writing during the course of a Tapestries unit. Creative writing, expository writing, written descriptions of solution strategies, poetry, persuasive writing, and book reviews are some examples of the experiences they will have. Oral presentations are an important focus as well. Students will be asked to share their thinking in small groups and to present research or survey results to the class.

Basic Skills

Embedded in the Tapestries lessons are opportunities for students to practice basic skills appropriate for their grade level. Because the skills are tied to projects or investigations in which they are actively engaged, students more often understand the need for a skill, are more interested in learning it, and more quickly develop mastery of it than when it is presented in isolation. They may even seek your assistance to learn a new skill that will help them in their explorations.

The clinic system As you observe a class working on a project or investigation, you may identify students who need help with a basic skill. In these situations, you can "call a clinic" for those students during independent work time. For example, during a project in which students create maps, you might call a clinic on using a map scale. During the clinic, you could present a review of the skill and provide a short practice activity. Students can then apply the skill to the project or investigation

that produced the need for it. Look for clinics tied to specific activities throughout the Tapestries units.

Record keeping As students work on the activities in this book, you may wish to keep records of their performance on observed skills. A handy tool for recording student mastery of key grade-level skills is *The Essential Skills Assessment System* (Creative Publications). The system works especially well with project- or topic-based teaching such as **Tapestries for Learning** because it allows you to record what students show they can do as they work on activities that are meaningful to them.

Performance Assessment

In each Tapestries unit, several activities present opportunities for performance assessment. These activities provide information about how students think through a complex, open-ended task and how they communicate their ideas so that others can understand them. The assessment activities tend to mirror the workplace, where it is often up to the individual to decide exactly how to approach and organize a task.

For these activities, it is important to introduce the task clearly but avoid suggesting ways to go about completing the assignment. This will allow you to see how individual students approach the work. In your introduction you'll also want to let students know the criteria on which you will evaluate them. Assessment criteria are given with each of these activities, along with a holistic scoring rubric that gives descriptions of low, medium, and high responses specific to each task. Many of the tasks in the assessment activities are difficult, but all students should be able to respond in some way. As students gain experience with open-ended tasks and gain confidence in their own thinking, their performance is likely to improve.

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Unit Overview

This unit involves students in an in-depth study of wild animals and their habitats. During the course of the unit, students think about different types of animals from around the world, considering how they are alike and different, what their basic needs are, and what their natural environments are like. The students also try their hand at writing poetry and folktales based on animal themes.

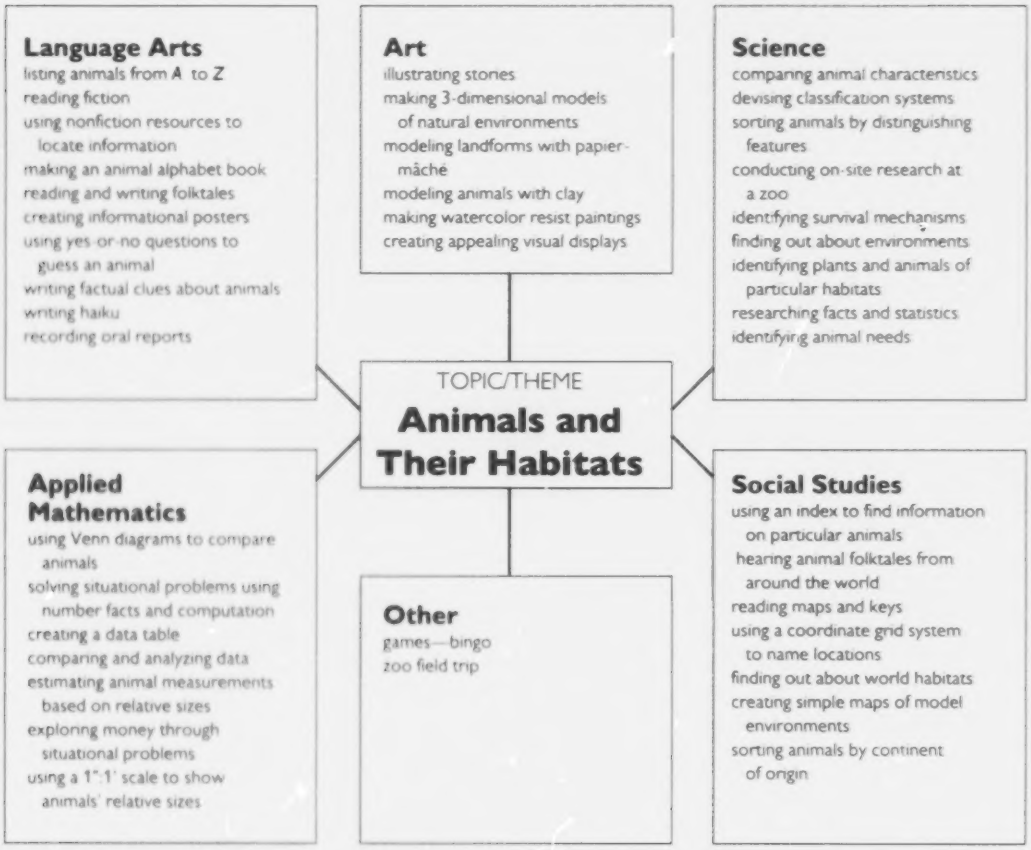
The ongoing project in this unit revolves around the creation of realistic three-dimensional models of animal environments. Students select specific animals and conduct research to learn about their natural habitats. They use this information to create the habitat models, and also pool all the information on a large class Animal Data Table. A Safari Tour at the end of the unit allows students to share their work with parents and schoolmates.

Several different learning strands run through this unit. Here is a summary of the subtopics the unit addresses:

- learning about animals and their characteristics
- researching wild animals' habitats and needs
- constructing three-dimensional model environments based on research findings
- using different kinds of maps

Curriculum Web

This unit provides a balance of activities in all the curriculum areas. Below is a web of the unit highlighting the content by curriculum area.


Language Arts
listing animals from A to Z
reading fiction
using nonfiction resources to locate information
making an animal alphabet book
reading and writing folktales
creating informational posters
using yes-or-no questions to guess an animal
writing factual clues about animals
writing haiku
recording oral reports
Art
illustrating stories
making 3-dimensional models of natural environments
modeling landforms with papier-mâché
modeling animals with clay
making watercolor resist paintings
creating appealing visual displays
Science
comparing animal characteristics
devising classification systems
sorting animals by distinguishing features
conducting on-site research at a zoo
identifying survival mechanisms
finding out about environments
identifying plants and animals of particular habitats
researching facts and statistics
identifying animal needs
TOPIC/THEME
Animals and Their Habitats
Applied Mathematics
using Venn diagrams to compare animals
solving situational problems using number facts and computation
creating a data table
comparing and analyzing data
estimating animal measurements based on relative sizes
exploring money through situational problems
using a 1":1' scale to show animals' relative sizes
Other
games—bingo
zoo field trip
Social Studies
using an index to find information on particular animals
hearing animal folktales from around the world
reading maps and keys
using a coordinate grid system to name locations
finding out about world habitats
creating simple maps of model environments
sorting animals by continent of origin

Scheduling the Unit

The On Safari unit can be completed in a six-week period during which two to three classroom hours are spent each day on the activities. An approximate time frame, stated in class sessions, is given for each activity. A session is assumed to last about 45 minutes. A calendar showing how the activities might be scheduled in a six-week period is shown on the next page. Of course, you may prefer to do the unit in a longer or shorter time period, to add to or select from the activities, or to change the sequence of activities. You can use the calendar as a starting point and adapt the unit to your teaching situation.

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Unit Calendar

Ongoing Project

Week 1	**Animals A to Z** **Reading Logs**	**Animal Scavenger Hunt** →		**Animal Antics** **Animal Roundup**	**Hop in!** (Assessment) **The Key to the Map**
	Read-Aloud Time →				
	Independent Reading →				
Week 2	**Coordinate Grid Mapping** **Animal Folktales, Phase I** →	**A Trip to the Zoo, Phase I** → **Animal Folktales, Phase II** →	**A Trip to the Zoo, Phase II** →	**A Trip to the Zoo, Phase III**	**Tickets, Please!**
	Read-Aloud Time →				
	Independent Reading →				
Week 3	**What to Do at the Zoo?** **Animal Folktales, Phase II** cont. →	**Getting to Know You** → **Animal Folktales, Phase III** → (Assessment)	→	**Animal Folktales, Phase IV**	**Filling in the Gaps**
	Read-Aloud Time →				
	Independent Reading →				
Week 4	**Survival Strategies** **As Long As a Leopard**	**Listing the Strategies** **The Lay of the Land** →	**Sketches to Scale**	**Who Am I?** →	**Meeting Their Needs** →
	Read-Aloud Time →				
	Independent Reading →				
Week 5	**Meeting Their Needs** cont.	**Finishing Touches** → **Animal Bingo, Phase I** →	→	**Mapping the Lands** **Animal Bingo, Phase II**	**You're Invited**
	Read-Aloud Time →				
	Independent Reading →				
Week 6	**Animal Haiku, Phase I** → (Assessment) **Safari Tapes** →	**Animal Haiku, Phase II**	**Setting Up for the Tour** →	**Safari Tour**	**Evaluating Our Work**
	Read-Aloud Time →				
	Independent Reading →				

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Preparation Alert

This section looks ahead to special materials, preparation, or preplanning you should know about before beginning the unit.

Field Trip

If there is a zoo within field-trip distance, the activity A Trip to the Zoo (page 24) is well worth undertaking. Not only will it give students an opportunity to do some concrete field research, but it also will allow them to get firsthand experience seeing a variety of animals that otherwise they could only read about. Before your class visits the zoo (the second week of the unit is a good time), obtain a map of the zoo. During the first phase of the field-trip activity, your class will examine the map and decide which areas of the zoo to visit and what route to take.

Materials Alert

During this unit's ongoing project, students will work with papier-mâché, newspaper, cardboard, and any other craft materials you can gather to create three-dimensional models of particular animals' environments. In preparation for this project, which starts with the activity Getting to Know You (page 29), you will want to gather a collection of materials that students can use to build their models. Following is a list (nonexhaustive to be sure!) of materials you'll want to start gathering before starting the ongoing project.

- cardboard boxes (to cut apart for bases)
- newspapers
- wallpaper paste (for papier-mâché)
- tempera paints
- modeling clay
- pipe cleaners
- paper-towel tubes
- cotton balls
- paper or cellophane grass
- craft sticks
- construction paper
- cellophane, various colors
- felt, various colors

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Materials Kit

A special materials kit for this unit is available through the publisher. It contains supplementary items, including the following:

- The San Diego Wild Animal Park video
- a set of small plastic animals
- a deck of animal information cards

Safari Tour

This unit culminates with a Safari Tour at which students show off and explain their model animal environments. You'll want to arrange space for your students to display their creations. The classroom may be ample, but you may want to use a larger space such as the gymnasium or the cafeteria, depending on how many visitors you plan to invite.

Posters

Both posters for this unit, "Animals Around the World" and "And the Winner Is . . .," may be displayed throughout the unit. Students may use the information on the posters as they construct their habitats and compile the class data table.

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Stock Your Shelves

You'll want to stock your classroom library with a variety of books related to the unit so that students can pursue the topic during independent reading time and free time. These are just a few of the many children's books about animals that we've found interesting or helpful to students in terms of research. Your own library search will turn up many more books than we can possibly list. To aid you in your search, however, here are the library call numbers where the bulk of nonfiction resources about animals and their habitats may be located:

591 Wildlife, animals in general
599 Mammals

Activity Springboards

These books are incorporated into activities in the unit.

Aruego, Jose, and Ariane Dewey. *We Hide, You Seek.* New York: Greenwillow Books, 1979. (Optional: Use with Survival Strategies, page 34.)

Base, Graeme. *Animalia.* New York: Harry N. Abrams, Inc., 1986. (Use with Animal Antics, page 9.)

(Use any of the following three books with Animal Folktales, page 19.)
Kipling, Rudyard. *Just So Stories.* New York: Henry Holt and Co., 1987.

Rosen, Michael. *How Giraffe Got Such a Long Neck.* New York: Dial Books, 1993.

———. *How the Animals Got Their Colors.* New York: Harcourt, Brace, Jovanovich, 1992.

Nonfiction

Aruego, Jose. *Symbiosis: A Book of Unusual Animal Friendships.* New York: Charles Scribner's Sons, 1970.

Embery, Joan, with Ed Lucaire. *Joan Embery's Collection of Amazing Animal Facts.* New York: Delacorte Press, 1983.

Leen, Nina. *Rare and Unusual Animals.* New York: Holt, Rinehart, and Winston, 1981.

Machotka, Hana. *Breathtaking Noses.* New York: Morrow Junior Books, 1992.

Maynard, Christopher. *Eyewitness Juniors Amazing Animal Babies.* New York: Alfred A. Knopf, 1993.

Morris, Desmond. *The World of Animals.* New York: Viking, 1993.

Patterson, Dr. Francine. *Koko's Kitten.* New York: Scholastic, Inc., 1985.

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Podendorf, Illa. *Baby Animals.* Chicago: Children's Press, 1981.

Pope, Joyce. *Kenneth Lilly's Animals: Wildlife Around the World.* Cambridge: Candlewick Press, 1988.

Rinard, Judith E. *Zoos Without Cages.* Washington, D.C.: National Geographic Society, 1981.

Simon, Seymour. *Animal Fact/Animal Fable.* New York: Crown Publishers, Inc., 1979.

Staple, Michael, and Linda Gamlin. *The Random House Book of 1001 Questions and Answers About Animals.* New York: Random House, 1990.

Sussman, Susan, and Robert James. *Lies (People Believe) About Animals.* Niles, Illinois: Albert Whitman and Company, 1987.

Taylor, Ron. *50 Facts About Animals.* New York: Warwick Press, 1982.

Venino, Suzanne. *Amazing Animal Groups.* Washington, D.C.: National Geographic Society, 1981.

Fiction

Aardema, Verna. *Why Mosquitoes Buzz in People's Ears.* New York: The Dial Press, 1975.

Blackwell, Deborah. *An ABC Animal Bestiary.* New York: Farrar, Straus, Giroux, 1989.

Climo, Shirley. *King of the Birds.* New York: Thomas Y. Crowell, 1988.

Czernecki, Stefan, and Timothy Rhodes. *The Singing Snake.* New York: Hyperion Books for Children, 1993.

Elting, Mary, and Michael Folsom. *Q Is for Duck.* New York: Clarion Books, 1980.

Kherdian, David. *Feathers and Tails.* New York: Philomel Books, 1992.

Kinsey-Warnock, Natalie, and Helen Kinsey. *The Bear That Heard Crying.* New York: Cobblehill Books, 1993.

Sullivan, Charles. *Alphabet Animals.* New York: Rizzoli International Publications, Inc., 1991.

Unwin, Pippa. *The Great Zoo Hunt!* New York: Doubleday, 1989.

Animals *A* to *Z*

Activity
brainstorming animals whose names start with *A* through *Z*

Preparation
Gather a collection of fiction and nonfiction books about animals and their habitats. See page T10 for a bibliography to get you started.

Materials
student dictionaries

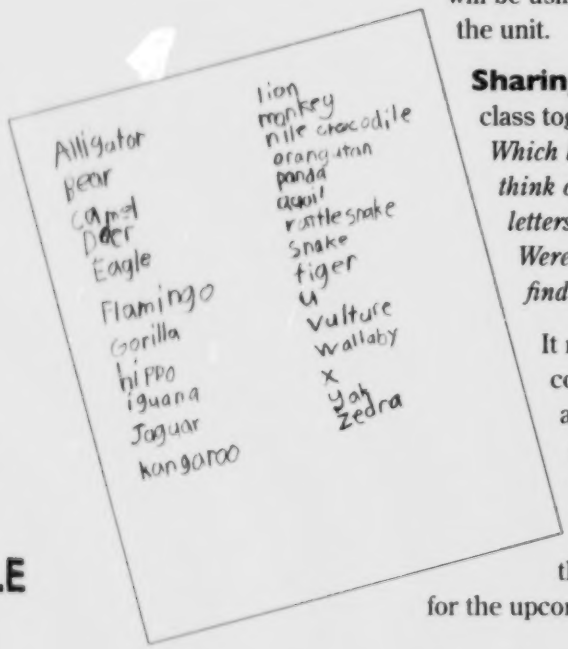
Time Frame
1 session

Learning Goals
- spelling
- using phonics
- using the dictionary
- locating information in resource books

An animal for each letter of the alphabet—is it possible? Students find out as they brainstorm lists of animals. *C* is easy, but what about *X*?

Just for fun Tell students that in the course of this unit, they are going to learn about a number of animals. *To warm up, let's brainstorm different kinds of animals we know. Who can think of an animal that starts with* p*? How about an animal whose name ends with the sound /k/? What letter does that animal's name actually end with?* (*c*, *k*, or perhaps silent *e*). Next, challenge the class to think of animals that have both *t* and *r* in their names.

Now that we're warmed up, here's a challenge: Make a list of animals, one whose name starts with each letter of the alphabet. At first, students may want to brainstorm animals for as many of the letters as they can. As the available starting letters dwindle to the more difficult ones, students may want to begin looking through resource books or the dictionary to round out their list. Show them the books that are available, and let them know that they will be using the books throughout the unit.



Sharing the lists Bring the class together to share their lists. *Which letters were the easiest to think of an animal for? Which letters gave you the most trouble? Were there any letters you couldn't find an animal for?*

It may be interesting to compare lists to see if there is any single letter for which everyone listed the same animal.

More to come Have the students save their lists for the upcoming activity, Animal Antics.

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Reading Logs

Activity
keeping logs of independent reading selections

Preparation
Make copies of Reading Log (p. 61), 1 per student.

Time Frame
1 session per day at book time

Learning Goals
- reading
- comparing books
- reviewing books
- summarizing plots
- distinguishing between fiction and nonfiction

Throughout the unit, students read both fiction and nonfiction related to the topic of animals and their habitats and keep logs of their selections. For some of the selections, students write reviews to recommend the books to classmates.

Keeping reading logs Point out the collection of books you've gathered for the unit. Let students know that the books will be available to them throughout the unit, both for research and for pleasure reading. Show examples of the different types of books that are represented, and talk about the difference between fiction and nonfiction.

Distribute one Reading Log to each student, and go over the form with the class. Ask the students to record on their log all of the books they read during the course of this unit. For any of the books, students may also write a review, summarizing the book and telling whether they recommend it and why. Each student should write at least one review. The class's reviews may be kept together in a file near the bookshelf, or individual reviews can be slipped into the library pocket of the book they pertain to.

Students may read only selected sections of some books for this unit. A nonfiction book on mammals, for example, may hold interest for a particular student only because of its section on monkeys. In these cases, ask students to record the page numbers they read, in case they want to find the information again later.

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Reading conferences You may want to schedule weekly individual reading conferences with students to keep abreast of their work. During conferences, students may summarize some of the most current books in their log, show you a review they've written recently, or read aloud from the book they are currently involved with. You may have suggestions of other books that might interest students, or a type of literature you'd like to see them experience.

Read-alouds During your usual time for reading to the class, be sure to select books related to the unit. This will enrich students' experience with the unit topics and also introduce them to books they can choose for independent reading.

Animal Scavenger Hunt

Activity
using resource books to locate specific information about animals

Preparation
Make copies of Animal Scavenger Hunt (p. 62), 1 per student.

Materials
world map

Time Frame
2 sessions

Learning Goals
- reading or skimming for information
- using table of contents and index to locate information
- identifying animal characteristics
- making comparisons
- locating places on a map

Everyone loves a scavenger hunt. In this activity, students become more familiar with the resource books for the unit and learn some interesting facts about animals in the bargain.

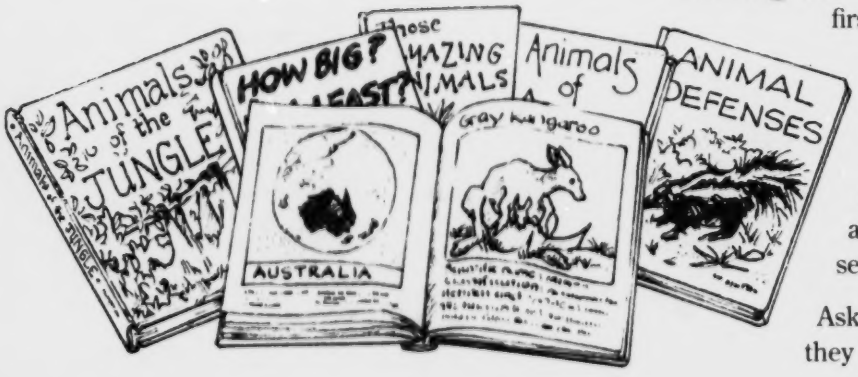
Kicking it off Tell students that the goal of this unit is to learn as much as they can about animals and their natural habitats. Point out the collection of resource books you have gathered, and let students know that they are free to use the books at any time during the unit.

Pick out a few of the resource books and show students the table of contents and index. Make sure they know how to use these resources to find out about a particular animal or other topic.

The hunt is on! Distribute the Animal Scavenger Hunt sheet. Read through the list as a class to become familiar with the kinds of characteristics students will be searching for. Make sure everyone understands all the items on the list.

Have the students start the hunt, using the resource books to help them find an animal that fits each of the characteristics listed. Encourage them to find interesting or unusual animals that they might not have thought of if they hadn't used the resource books.

In addition to the name of the animal, students could list the name and page of the book that helped them answer each clue.



Sharing the work At the end of this first session, bring the class together to share what they learned. There is sure to be a variety of answers for each item—ask students to compare and discuss the answers for several of the items.

Ask students what strategies they used to find animals that

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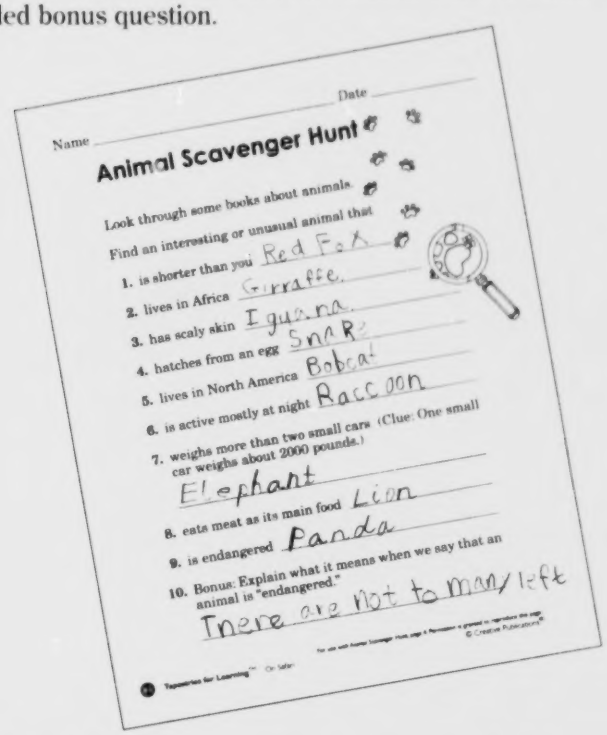
matched each item on the list. Some students may have used the index or table of contents of different books. Many students are likely to have used pictures or maps to help them zero in on appropriate animals. Most students probably used the technique of skimming to locate information, although they may not be aware of it as a valued research strategy. Talk with the class about skimming for information. Have them propose situations for which they feel skimming would be an appropriate method, and situations in which skimming might not be useful.

Checking each other's work During the second session, have students trade completed Animal Scavenger Hunt papers. Students can check each other's work using the resource books, giving one point for each correct answer and five points for the added bonus question.



Name _____ Date _____

Animal Scavenger Hunt

Look through some books about animals.
Find an interesting or unusual animal that

1. is shorter than you Red Fox
2. lives in Africa Giraffe
3. has scaly skin Iguana
4. hatches from an egg Snake
5. lives in North America Bobcat
6. is active mostly at night Raccoon
7. weighs more than two small cars (Clue: One small car weighs about 2000 pounds.) Elephant
8. eats meat as its main food Lion
9. is endangered Panda
10. Bonus: Explain what it means when we say that an animal is "endangered." There are not to many left

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FYI During the scavenger hunt, students worked from general characteristics to specific animals. They are likely to have used a variety of techniques for moving through the resource books quickly to find a particular trait. Checking the work of classmates will involve them in a different way of using the resources. Now they will look up specific animals and read more carefully to find out if the animal matches a particular characteristic.

Chris

Using an Index

Some students may have difficulty as they begin to use an index to find information. Meet with these students to examine several of the available animal books. List one animal at a time, and ask pairs to use their index to find some information about that animal.

Animals in Common

Activity
creating a classification system for animals

Preparation
Make copies of Oodles of Animals (p. 63), 1 per student.

Materials
scissors

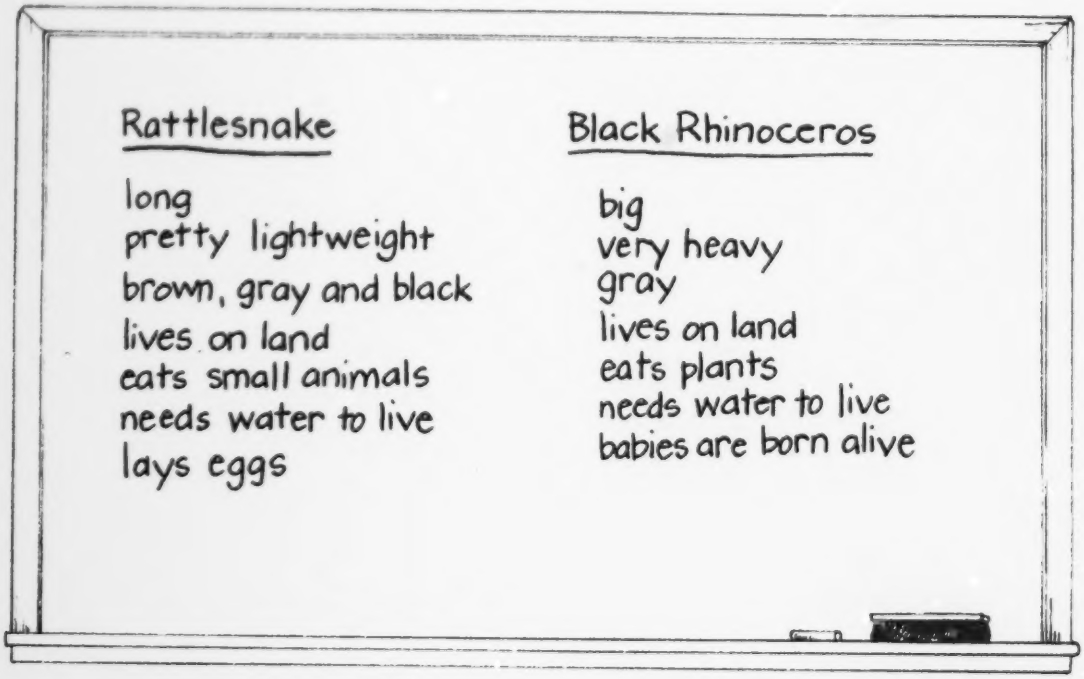
Time Frame
1 session

Learning Goals
- devising classification systems
- using descriptive language
- identifying similarities and differences
- reading for information

Finding ways to group a diverse list of animals is an involving task. In this activity, students puzzle out their own classification schemes.

Animal characteristics Distribute one copy of Oodles of Animals to each student. Read the list with the class so everyone is familiar with the variety of animals included. Pick one or two animals on the list and have the students tell everything they know about each one. *What do you know about the elephant? What are its characteristics?*

Pick two animals on the list and have the class brainstorm ways in which they differ and characteristics that they have in common. Keep a list during the discussion.



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On their own Challenge the students to find a way of sorting all the animals on the blackline master into categories. *Look at all the animals on the list, and think about how they are alike and different, and how they relate to each other. Decide on one way to organize the animals so that those that are alike in some way are grouped together and so that every animal on the list is in a group. Show how you grouped the animals.*

Some students may find it difficult to deal with so many different animals at a time. One way of working with the Oodles of

Assessment Opportunity

Classification skills are key in both mathematics and science. Devising a classification system that is comprehensive and logical can be a complicated, thought-provoking task. The systems the students come up with will help you determine how sophisticated their logical thinking abilities are and how much they've internalized about the way classification systems work.

Assessment Criteria If you will be using this activity as an assessment opportunity, let the students know that you are interested in finding out

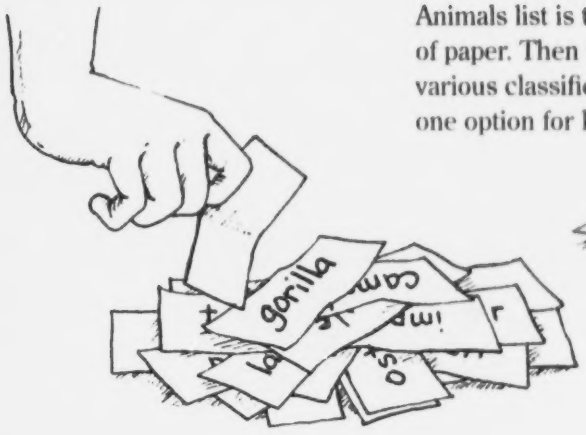
- what type of classification system they come up with
- how their system shows what they know about animals
- how complete and workable their system is
- how clearly they present their system

Scoring Rubric

Low Response If a classification scheme is presented, it may not work well. There may be a number of inconsistencies in how the animals were sorted, or the categories may not be clearly defined or may show fundamental misunderstandings of animal characteristics.

Medium Response A simple classification scheme is offered that works fairly well but that may not include all the animals on the list (or may show some animals in more than one category). There may be some inconsistencies in how the animals are sorted, but the categories are fairly clearly defined, and the factual information represented about animals is, for the most part, accurate.

High Response A comprehensive classification scheme is offered that shows careful thought about the relationships among the animals on the list. Animals not on the list may have been added to the classification system. The categories are clearly defined and show a basic understanding of animals and their characteristics.



Animals list is to cut it apart so that each animal is on its own slip of paper. Then the slips can easily be moved around to try out various classification ideas. Propose this method to the class as one option for keeping track of their work.

Have the students make recordings on unlined paper to show how they decided to group the animals. Explain that each group should have a heading or title that helps explain how those things are alike. Students may use their Oodles of Animals papers to keep track of which animals they have placed and which ones they still need to put into a group. Remind students that the resource books are available in case they need to confirm any characteristics of animals that they are unsure about.

Getting together Reassemble the class at the end of the session and have volunteers summarize their classification plans.

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Animal Antics

Activity
creating a page for a sophisticated animal alphabet book

Preparation
Obtain a copy of the picture book *Animalia* by Graeme Base.

Materials
12" × 18" drawing paper, markers

Time Frame
1 session (Some students may require more time to finish their illustrations.)

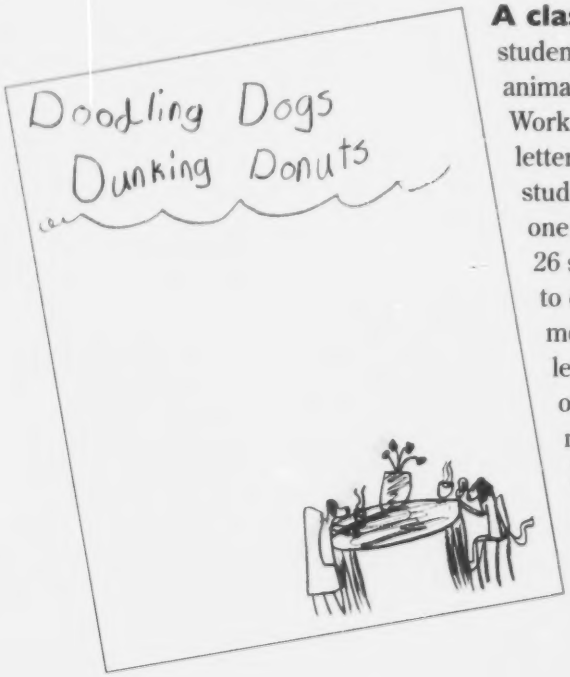
Learning Goals
- identifying words with given initial letters
- using the dictionary
- using nouns, verbs, and adjectives in sentences

Graeme Base's *Animalia* is an enormously rich alphabet book. Light years beyond *A* is for apple, it delights the reader with engaging detail in illustrations and text. In this activity, students use the book as a springboard to their own animal alphabet book.

Enjoying *Animalia* Read *Animalia* by Graeme Base to the class. As you read, allow time for the students to examine each illustration, and let them know that they'll have a chance to get a closer look at the book later.

What is special about the way Graeme Base uses words in this book? (For each letter, he tells a little story about an animal, using words that begin with that letter.) This is a good opportunity to talk about action words and descriptive words. Can the students identify the action words on each page? Which words tell what the animal looks like?

Ask students if they can think of other action words and descriptive words to go with a few of the letters.



A class book Propose to the students that the class make an animal alphabet book of their own. Work as a class to divide up the letters of the alphabet, each student taking responsibility for one letter. If you have fewer than 26 students, some may volunteer to do two letters. If you have more than 26 students, some letters might have more than one page, or some students might choose to work in pairs. Note that none of your students is likely to have found animals that start with the letters *u* and *x* in the previous Animals *A* to *Z*

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activity. Your class may want to find out how Graeme Base handled this problem in *Animalia*, then decide on a course of action for their own book.

Some students may want to refer to the class's lists from Animals *A* to *Z* to get ideas. On scratch paper, students may experiment with the words that will appear on their page, until they are satisfied with the combination of words and the "story" they tell. Once students have determined the words for their page, they may begin thinking about their illustration.

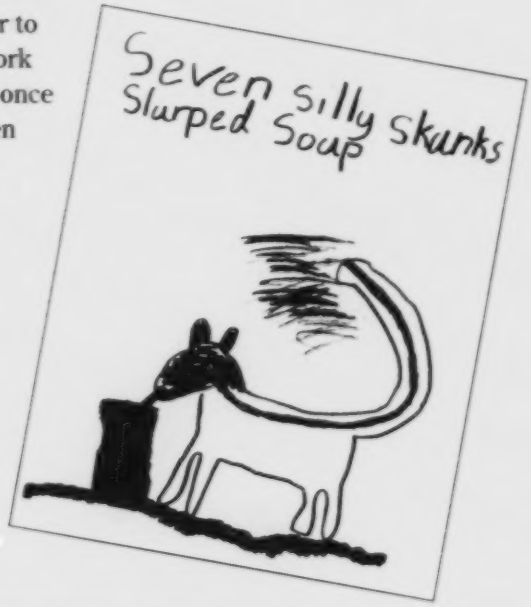
Suggest that students sketch their pages first lightly in pencil, since with detailed illustrations they are likely to want to make adjustments as they work. When the sketch is complete, students may add color to their picture.

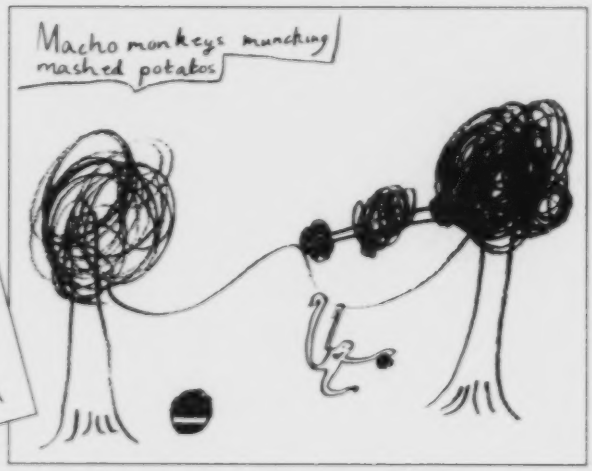
Sharing Bind the students' pages in alphabetical order to complete the book. You could ask several students to work together to design and illustrate a cover. Read the book once together as a class to celebrate the accomplishment, then add the book to your class library for students to enjoy during book time or free time.

Clinic

Action Words

Some students may have trouble coming up with action words for their sentences. Meet with these students to brainstorm and act out a list of action words. If students need more help, have them work together to think of action words that begin with their letters for the class book.





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Animal Roundup

Activity
creating Venn diagrams to compare and contrast animals

Preparation
Make copies of Animal Characteristics (p. 64), one per student.

Materials
scissors

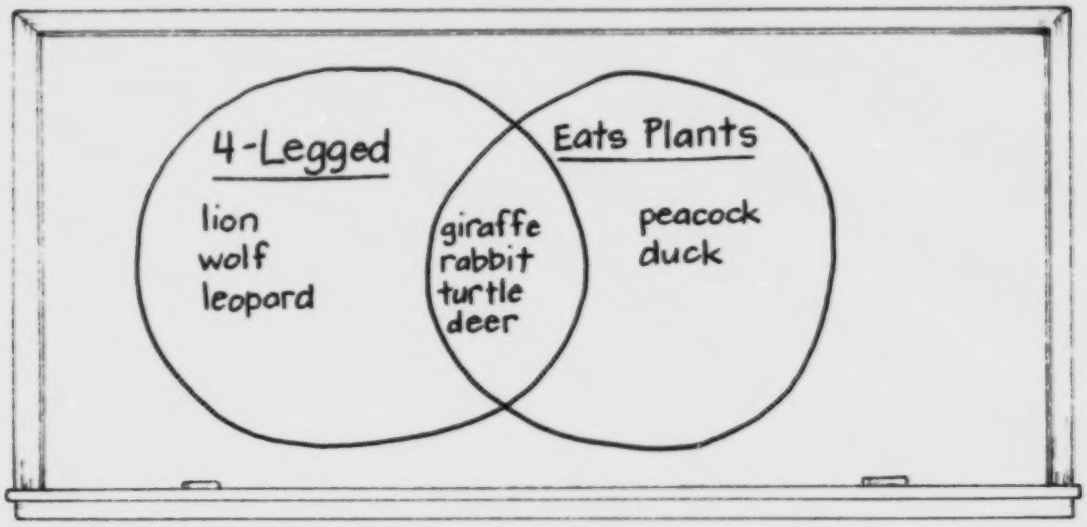
Time Frame
1 session

Learning Goals
- classifying
- using logical thinking
- making Venn diagrams

Venn diagrams are a useful way of noting comparisons. In this activity, students mix and match category headings to come up with some interesting diagrams. Which animals are furry? Which ones fly? Can they think of any that fit in both categories?

Getting started Draw two large overlapping circles on the chalkboard. Label one "four-legged" and the other "eats plants." Ask the students to think of some animals that would go in the four-legged group. Add the suggested animal names to the circle labeled "four-legged," even if they also eat plants. Next, ask the class to name some animals that fit the "eats plants" description. Note those animals in the appropriate circle.

Indicate the intersection of the two circles. *What do you suppose this area is for? What kind of animal could we put in this area?* Ask the class if there are any animals that they listed under either the "four-legged" category or the "eats plants" category that actually possess both characteristics. Move those animals to the intersection area.



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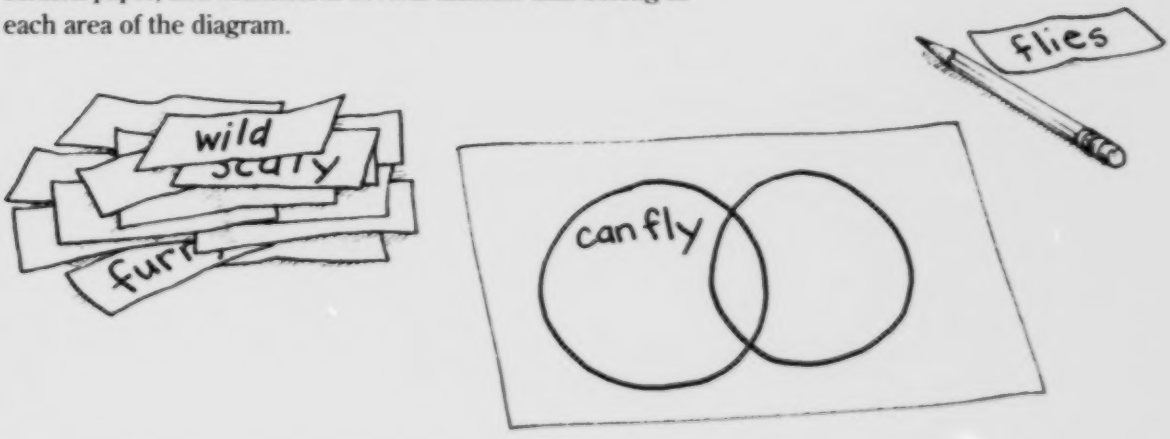
What about a boa constrictor? Where would it go on our diagram? Allow the students to debate the issue. They may know that the boa constrictor is a meat eater, and they will certainly decide that it is not four-legged. Based on these facts, the class is likely to conclude that the boa constrictor does not belong in either circle. *Since the boa doesn't fit either of our categories, we put it outside the circles, on the edge of our diagram.*

On their own Distribute the copies of Animal Characteristics. Tell the students that you would like them to explore the categories on the list by selecting two categories at a time, constructing a Venn diagram, and then filling in the circles and the intersection with appropriate animal names.

Students may work individually or in pairs. They should begin by cutting apart the Animal Characteristics list so that each category is on its own slip of paper. Then they may select two category headings at a time, draw the Venn diagram on a piece of scratch paper, and brainstorm several animals that belong in each area of the diagram.



Students should explore as many pairs of animal characteristics as they can in the time available. They should record several of their most interesting diagrams to share with the class.

Sharing At the end of the session, ask volunteers to tell about their favorite diagrams.

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Hop In!

Activity
finding solutions to a situational problem

Preparation
Make copies of Field-Trip Drivers (p. 65), 1 per student.

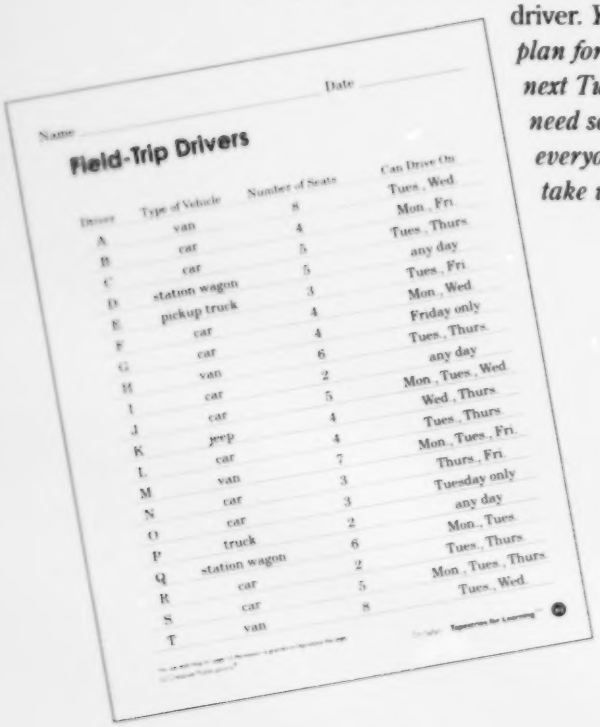
Time Frame
1 session

Learning Goals
- using basic number facts
- practicing computation skills
- using logical thinking
- reading and interpreting charts

In this activity, students examine a hypothetical problem: How many cars will be needed for our class field trip to the zoo? The problem gets "messy" as students juggle different vehicle capacities and the scheduling constraints of parent drivers.

Introducing the investigation *Suppose we were taking a field trip to the zoo next week, and we wanted to find out how many cars we would need to get us all there. What kinds of information would we need to solve the problem?* Students are likely to note that they would need to take a class count to see how many passengers there would be all together. They may also immediately recognize that different cars hold different numbers of passengers.

Distribute the Field-Trip Drivers list. Go through the headings with the students so that they understand how to read the list. Point out that the total number of seats includes a seat for the driver. *Your problem today is to make a plan for how our class could get to the zoo next Tuesday. How many cars will we need so that we have enough room for everyone? Don't forget that the drivers take up a seat!*



Name _____ Date _____

Field-Trip Drivers

Driver	Type of Vehicle	Number of Seats	Can Drive On
A	van	8	Tues., Wed.
B	car	4	Mon., Fri.
C	car	5	Tues., Thurs.
D	station wagon	5	any day
E	pickup truck	3	Tues., Fri.
F	car	4	Mon., Wed.
G	car	4	Friday only
H	van	6	Tues., Thurs.
I	car	2	any day
J	car	5	Mon., Tues., Wed.
K	jeep	4	Wed., Thurs.
L	car	4	Tues., Thurs.
M	van	7	Mon., Tues., Fri.
N	car	3	Thurs., Fri.
O	car	3	Tuesday only
P	truck	2	any day
Q	station wagon	6	Mon., Tues.
R	car	2	Tues., Thurs.
S	car	5	Mon., Tues., Thurs.
T	van	8	Tues., Wed.

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On their own Give students plenty of time to explore the problem. They will employ different solution techniques as they work—some may draw pictures, others may keep running totals, and so on. Let students find and test their own methods. Once they have found a workable combination of vehicles, they should record their solution on unlined paper and write an explanation of how they figured it out. Some students may want to record several workable solutions.

FYI Some students may have trouble taking all the variables of this problem into account as they work. If you see students getting bogged down, you might suggest that they start by finding out which drivers are available on Tuesdays. They can highlight those drivers in some way. Then they can focus on finding a workable combination of vehicles to take the class.

Clinic

Reading Charts

Some students may need extra practice reading charts. Meet with these students, using the Field-Trip Drivers list (p. 65). Ask questions like the following to give students experience gleaning information from a chart: Which drivers can help on Mondays? Which drivers' vehicles can hold four or more people? How many students can driver J take? and so on.

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Getting together If time allows, get the class together at the end of the session to compare solutions. Have volunteers explain which combination of vehicles they selected, and demonstrate that their solution is workable. It might be interesting to determine how many different solutions the class found. For interested students, you might pose the extension questions: *Did our class find all the possible combinations of vehicles? Can you find other solutions?*

Assessment Opportunity

To solve this problem, students will need to take several factors into account: number of people going (including drivers and the teacher), availability of drivers, and car size. Some students may realize that it's all right to have more seats than necessary to transport the class.

Assessment Criteria If you are using this activity as an assessment, let the students know before they begin to work that you are interested in finding out

- how well their plan works
- whether they are able to get information from the chart
- how well they keep all the parts of the problem in mind
- how clearly they show their solution and explain their thinking

Scoring Rubric

Low Response The student is not able to come up with a workable plan for cars and drivers. He or she may not have followed the information on the chart or may not have kept the various factors in mind.

Medium Response The student is able to get information from the chart to come up with a fairly logical plan. However, because of an arithmetic error or other mistake, the student's plan does not provide enough passenger space (or provides more than a few extra seats). The student's written plan and explanation is fairly clear.

High Response The student has successfully used the information on the chart and kept the various factors in mind to come up with a workable plan or plans. The recording clearly explains the student's thinking through pictures, words, and numbers.

The Key to the Map

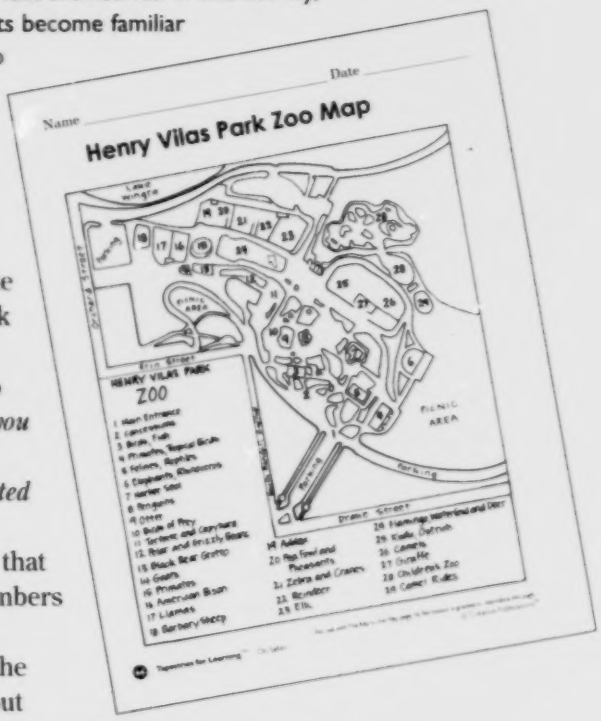
Activity
using a key to locate areas on a map

Preparation
Make copies of the Henry Vilas Park Zoo Map and Getting Around at the Zoo (pp. 66 and 67), 1 per student.

Time Frame
1 session

Learning Goals
- reading a map
- using a map key
- following written directions
- visual thinking
- giving directions

When visitors arrive at a zoo, they are often given maps to help orient themselves. In this activity, students become familiar with a map of one zoo and use the map's key to find particular animals.



Getting familiar Distribute the Henry Vilas Park Zoo map and give students a minute to study it. *How could you find out where the harbor seals are located in this zoo?* Most students will realize that by matching the numbers on the key to the numbered areas of the map, they can find out where different animals are located.

Ask several other questions to get the class familiar with the map. *Which is closer to the elephants, the concession stand or the giraffe area? Is the children's zoo larger or smaller than the Orchard Street parking lot?*

On their own Distribute Getting Around at the Zoo. Have the students use their zoo maps and keys to answer each question.

Getting together Bring the class together at the end of the session to discuss their work. Students may share their answers to the various questions to see if they agree. Where answers vary, students can try to convince their classmates by explaining their thinking. Several questions have multiple acceptable solutions, as the students may realize during the discussion.

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Coordinate Grid Mapping

Activity
listing animal locations by coordinates

Preparation
Make copies of the San Francisco Zoo Map (p. 68), 1 per student.

Time Frame
1 session

Learning Goals
- reading maps
- naming locations on a coordinate grid
- alphabetizing

Many maps use coordinate grid systems to help locate specific points or features. In this activity, students examine a zoo map and create zoo directories, listing the coordinates where each zoo animal can be found.

Getting started Distribute copies of the San Francisco Zoo map to the students. *How is this map different from the map of the Vilas Park Zoo?* Students may notice that the San Francisco Zoo map is more pictorial than the Vilas Park map. They may also mention that the Vilas Park map used numbers to locate things, whereas the San Francisco map uses the animals' names in place on the map. Finally, students may note that the San Francisco map has numbers and letters along the edges.

What do you think the numbers and letters along the edges of the map are for? Students who have experience with maps may be able to explain that the numbers and letters are a way of locating features on a map. Point out the light grid lines that divide the map into square sections. *Each map square has a name.* Show the students how they can drag their finger straight across to find the letter for the grid square and straight down to find the number for the square. *To name any particular grid square, say the letter first and then the number that is lined up with that square. For example, the grid square in the lower left-hand corner of the map is called D-1.*

Creating zoo directories
Challenge the students to create a key, to be called Zoo Directory, to go with the San Francisco Zoo Map. *For each animal you see on the map, write down the coordinates of the grid square it's in.* Some of the animal areas shown on the map cross grid lines and take up space in more than one grid square. As individuals

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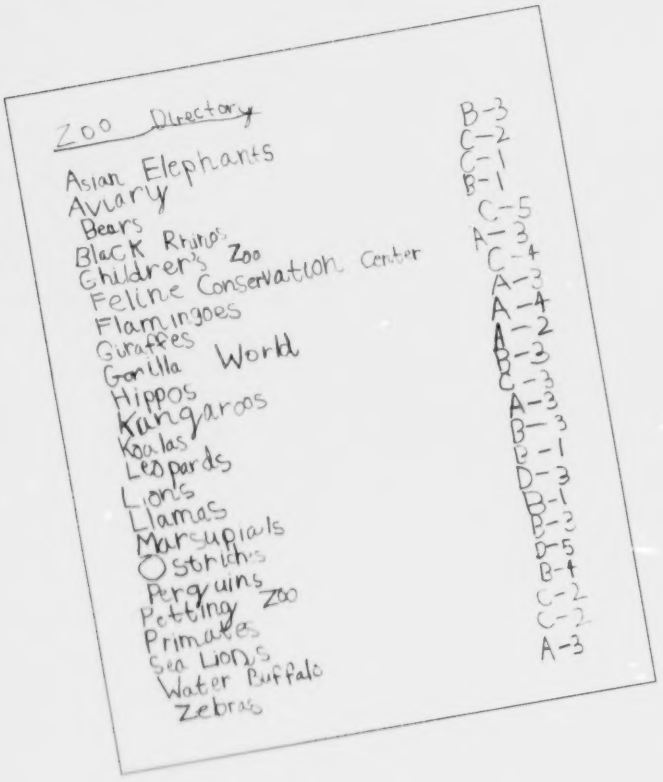
encounter this situation, they may decide for themselves the most sensible way to name those animals' locations. Some may decide to use the coordinates of the square that houses the largest part of the animal's area. Others may prefer to list the coordinates of all grid squares that the area touches.

When students have made a scratch paper list of the coordinates for all the animals on the map, have them put their lists in alphabetical order by the animals' names. Have each student use a clean sheet of paper to make a final Zoo Directory that lists all the animals in alphabetical order and shows the coordinates where each animal can be found.

Directory cross-check As students complete their directories, have them trade papers with a partner and check each other's work. Any errors in the order of the alphabetical list or the coordinates given should be noted so that corrections can be made.



Clinic

Alphabetizing Beyond the First Letter

Gather students who are unfamiliar with the process of alphabetizing beyond the first letter. Introduce the idea by showing the students this list of animals: koala, kangaroo, kingfisher, and Kodiak bear. Show them how to go letter by letter, comparing each successive one to find out which of two words comes first alphabetically.

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Animal Folktales

Activity
reading and writing an animal folktale

Preparation
Obtain books of folktales that explain how animals came to be the way they are. (See p. T10 for suggestions.) Make copies of the Writing Guide (p. 69), 1 per student.

Materials
crayons, markers, or colored pencils; materials such as construction paper and yarn for book binding

Time Frame
Phase I: 1 session
Phase II: 3–4 sessions
Phase III: 2 sessions
Phase IV: 1 session

Learning Goals
- learning folktales of the world
- creative writing
- writing folktales
- editing and revising written work
- illustrating stories

How did the elephant get its trunk? Why does the coyote have yellow eyes? People around the world tell imaginative stories to explain the stunning variety in nature. This activity introduces some classic animal folktales and prompts students to write animal tales of their own.

Phase I: Reading and Plotting Folktales

Reading animal folktales Read aloud to the class several folktales that tell how animals got to be the way they are. Tell the class that for as long as stories have been told, people have been telling stories like these to explain the beauty and variety they see in nature. Traditionally, these tales were told aloud, passed from one generation to the next. Now, many of them are written and illustrated in books, to share with a much larger audience.

Dreaming up folktales Propose to the class that each student write his or her own folktale to explain how one wild animal obtained a certain characteristic. *Think about what makes certain animals unusual and special. What characteristics of animals make them different or especially interesting to you?*

Distribute the Writing Guide, and go over the sheet with the students. Let them know that this sheet serves only as a guide, helping them think through the details of their story before they begin to write.

Invite students to look through any of the fiction or nonfiction books available in the room while they think about what animal to feature in their stories. As soon as they make a choice, students should use the Writing Guide to begin weaving their stories, thinking about the animal characteristic they want to explain, the plot of the story, the other characters that will appear, and the setting.

After they complete their story notes, students should save their writing guides to refer to over the next several sessions as they write their animal folktales.

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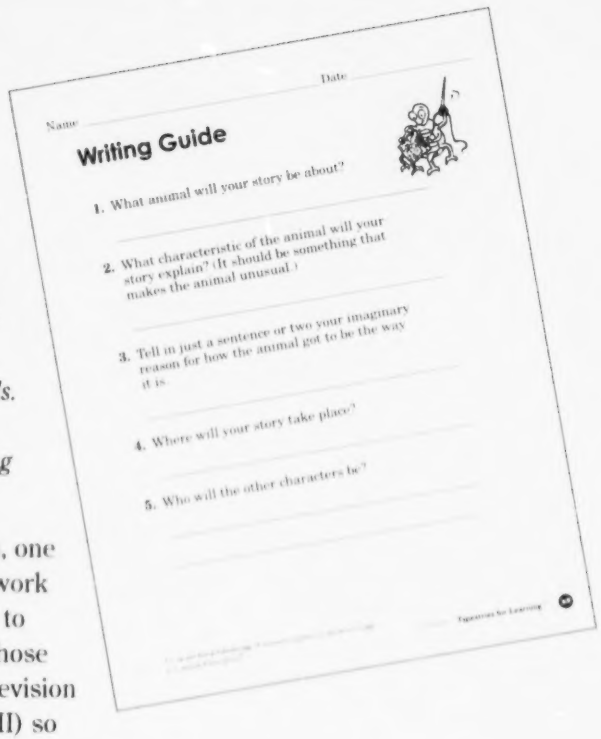
Phase II: Spinning the Tales


Name _____ Date _____

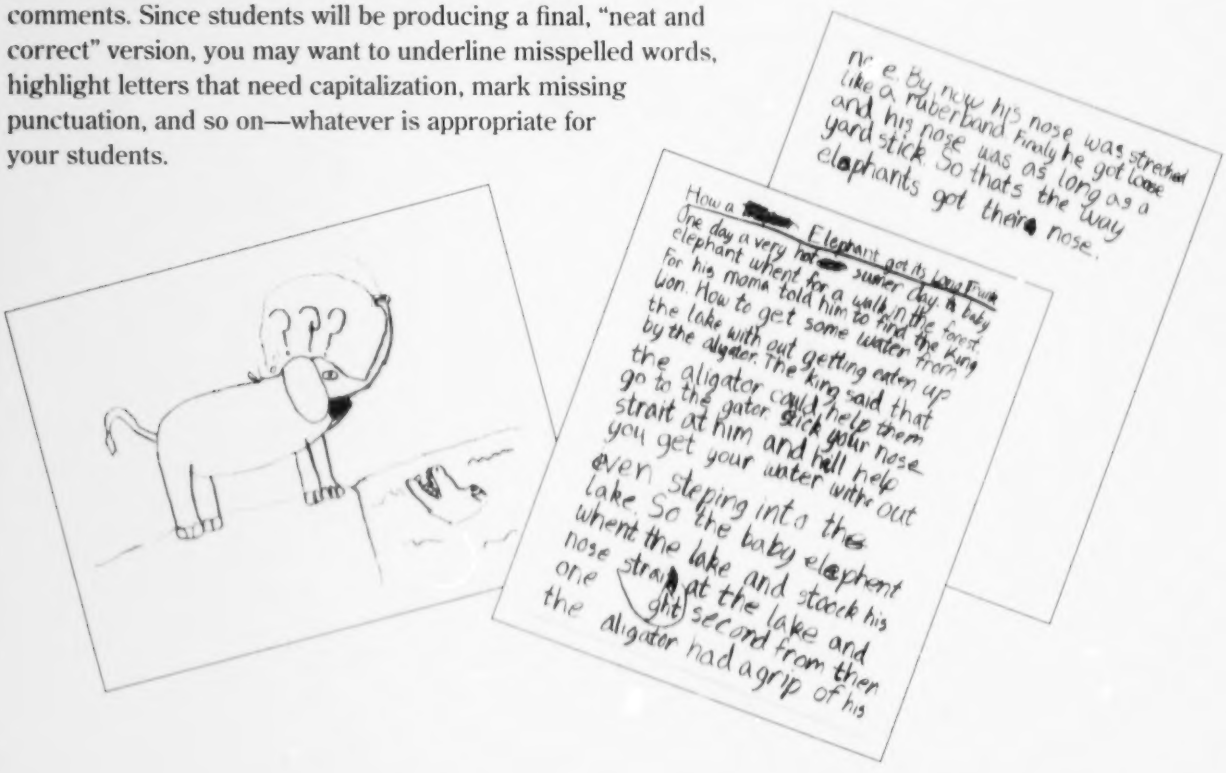
Writing Guide

1. What animal will your story be about?
2. What characteristic of the animal will your story explain? (It should be something that makes the animal unusual.)
3. Tell in just a sentence or two your imaginary reason for how the animal got to be the way it is.
4. Where will your story take place?
5. Who will the other characters be?

Getting ready Have students get out their completed Writing Guides. *The other day we did some planning for your animal folktales. Now it's time to begin writing your stories.* Tell the class that they will have some time each day for the next few days to write their folktales. *You can use your writing guide to help you remember your ideas from the other day, but as you work on your story, you might change your mind about some of the story details. Don't worry if the story you write doesn't really match the ideas you sketched out on your writing guide.*

Writing time Allow several class sessions, one each day for several days, for the students to work on their stories. Some students may also wish to spend independent time on their stories. Let those students know when you will be starting the revision and illustration portion of the project (Phase III) so that they'll be ready to move on at that point.

When the students are finished with the first drafts of their stories, take time to read each one and make written editorial comments. Since students will be producing a final, "neat and correct" version, you may want to underline misspelled words, highlight letters that need capitalization, mark missing punctuation, and so on—whatever is appropriate for your students.


By now his nose was stretched like a rubberband. Finally he got loose and his nose was as long as a yard stick. So thats the way elephants got their nose.
How a Elephant got its long Trunk
One day a very hot sunny day a baby elephant whent for a walk in the forest for his mama told him to find the king lion. How to get some water from the lake with out getting eaten up by the aligator. The king said that the aligator could help them go to the gator stick your nose strait at him and he'll help you get your water with out even stepping into the lake. So the baby elephent whent the lake and stoock his nose strait at the lake and one (ght) second from then the aligator had a grip of his

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Phase III: Final Versions

Making corrections Tell the students that today they will begin writing and illustrating the final version of their stories. Explain that the class will have a book party when the stories are illustrated and bound into books. *Since we'll be sharing these books with each other and putting them on our class bookshelf for the rest of the unit, you want to make this final copy neat and easy to read. You'll do this by making some corrections to your original work, and by recopying your stories in our neatest handwriting. Also, you'll illustrate your stories with colorful pictures.*

Hand back to students the stories that you have reviewed, and explain the kinds of things you marked. Give the students time to mark the corrections directly on their draft copies.

Final drafts Once corrections have been marked on the draft copies, students may begin recopying their stories and making illustrations to accompany them. Allow several periods for this phase of the project.

How The Lion got its Mane
One day a lion without a mane decided to go on a morning walk. He came to a cave. He was very polite so he went right in. In the cave he found a pot of gold. He was just about to take some when he heard a hiss. He was scared his hair stood on tails end. And that's how the lion got it's fluffy mane.

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As students finish their final drafts, complete with illustrations, help each to bind the pages into a book. Students may make book covers showing the title of the folktale, the author, and an illustration to entice readers.

Assessment Opportunity

This is an assessment of students' creative writing ability, especially their efforts at character and plot development. It will be especially interesting to see what creative ways they find to explain unusual animal characteristics.

Assessment Criteria If you are using this activity as an assessment, let the students know before they begin to work that you are interested in finding out

- how they explain an animal characteristic
- how fully they develop the story—the characters, plot, and other details
- how well written the story is

Scoring Rubric

Low Response The student has put little effort into developing the story. Although the underlying idea may be interesting, the story lacks the detail and development necessary to make it complete. Writing mechanics may be weak, so that it is difficult to follow the story.

Medium Response The student has put some careful thought and effort into the folktale, telling a complete story with plot and characters that hold the reader's interest. The details of the story could have been more fully developed, and some room for improvement remains in the area of writing mechanics.

High Response The student has put a great deal of thought and time into the story, with a clever explanation for an animal characteristic as the root of the folktale. Intricate and interesting plot development, rich characters, and effective writing mechanics make the story both easy to follow and involving.

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Phase IV: The Book Party

Sharing the folktales Have a book party at which all the animal folktales are presented. Students may spend the session trading books and reading each other's work.

After the book party, put the folktales on the bookshelves to add to the wealth of animal-based literature already in the classroom.

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A Trip to the Zoo

Activity
doing on-site research at the zoo

Preparation
Arrange a field trip to the zoo (see page T8 for details). Obtain a map of the zoo you will be visiting, and make a transparency or a photocopied enlargement of it. Make a transparency of each Zoo Research Guide (pp. 70–72). Also make 7–10 copies of each Zoo Research Guide.

Materials
clipboards (optional)

Time Frame
Phase I: 1 session
Phase II: field trip
Phase III: 1 session

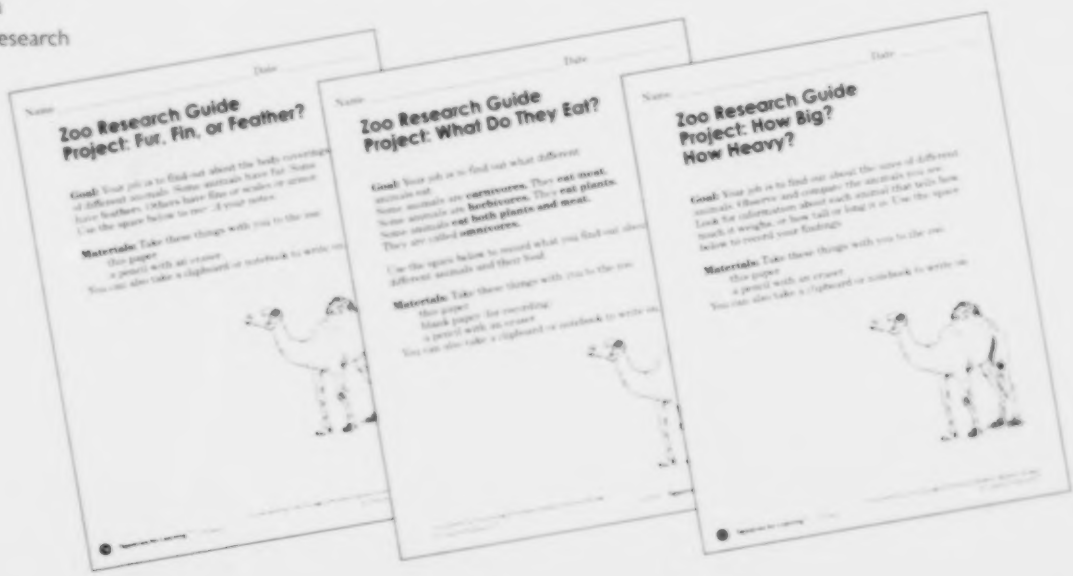
Learning Goals
- gathering facts and data
- compiling data
- summarizing research
- making oral presentations

A trip to the zoo helps students expand their understanding of animals in many ways. Where does each animal originate? Which animals eat plants? Fur, fin, feathers—what type of body covering does each animal have? A number of research topics guide this investigation of zoo animals.

Phase I: Getting Ready

Planning a route Explain to the class that they will soon be taking a field trip to the zoo. Discuss the date for the trip. Then display a map of the zoo, and ask the students to talk about which animals they are most interested in seeing. Depending on the size of the zoo, it's possible that your class won't be able to see all the animals on this trip. Together, come up with a plan for the areas of the zoo the class will visit and the route you will take.

Propose that, in order to learn as much as possible during the field trip, different groups of students focus on different topics. Run down the list of research topics, showing the transparency Zoo Research Guide for each topic, and making sure the students understand the goals of each one.



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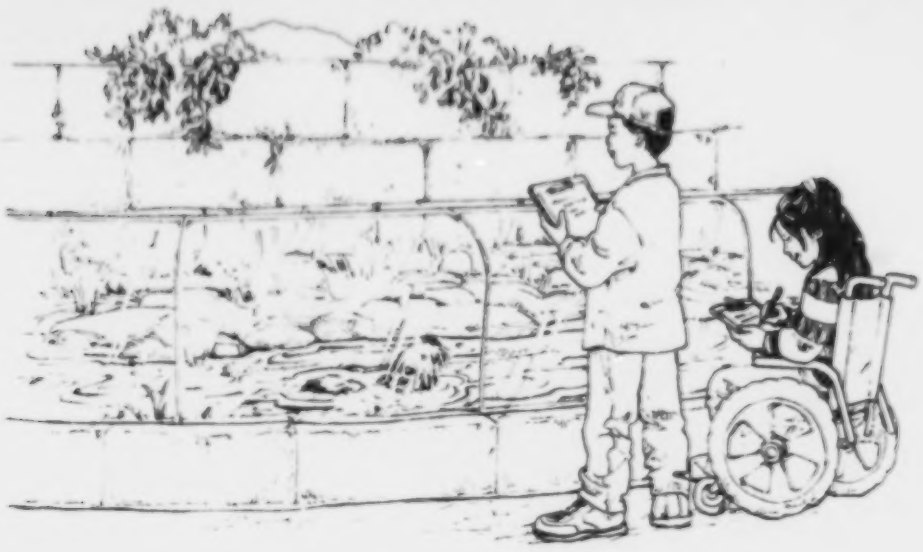


Have each student select the research topic of most interest to him or her and look over the Zoo Research Guide for that topic. Tell students that they should bring the Research guide, a pencil, and a clipboard (optional) with them on the zoo trip. As they tour the zoo, students should make notes about their topic.

Phase II: The Trip

Gathering information Following the class's planned route through the zoo, visit the various animal areas. Allow time at each area for students to record information pertinent to their research projects, to discuss their general observations about the animals, and to ask any questions that they may have.

Phase III: Wrap-up and Sharing

Zoo posters After the zoo trip, ask each student to make a poster showing the results of the research. For example, students who looked at body coverings could sketch several examples of animals with each type of covering.

When students have completed their posters, get together as a class to share their observations and discoveries. Have students show their posters and tell a little bit about what they found out through their research.

Make a bulletin board display of the students' posters after the session. Students will enjoy a closer look at each other's work.

Tickets, Please!

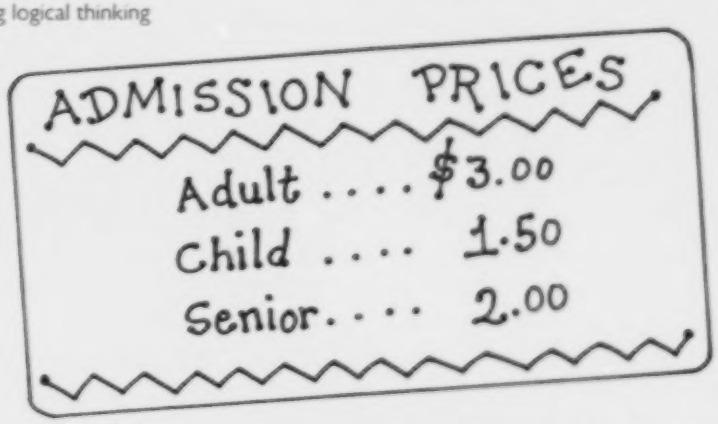
Activity
calculating ticket prices for groups

Time Frame
1 session

Learning Goals
- adding monetary values
- reading and interpreting money notation
- using mental math
- using logical thinking

How much would it cost your family to get into the zoo? Today the students figure out how much it would cost different groups of people to go to the zoo, and what different groups could get in for under 10 dollars.

Admission prices Talk with the students about the fact that most zoos charge an admission fee, and that prices vary from zoo to zoo. Copy the admission prices below on the chalkboard. *Imagine that these are the ticket prices at a nearby zoo. How much would it cost you to go to the zoo? If your parents went with you, how much would it cost?*



How much? As a class, talk about some different groups of people who might come to the zoo together, such as families, baby-sitters and the children they care for, or grandparents and their grandchildren. Have the students use mental arithmetic to figure out how much each group would need to pay to get in. Different students can tell their figures for a particular group, and explain to the class how they figured out the total. (For younger students, it may help to remind them that fifty cents is one half of a dollar. As they add children's prices together, they can think of $1.50 as one dollar and one half of a dollar.)

Under 10 dollars Have students imagine that they work at the admissions booth. *Can you think of some different combinations of people who could come to the zoo together and pay less than ten dollars? Find as many different groups as you can.*

Students may work individually or in pairs to find different solutions to the problem. They should make a list of the people in each group and the total they would pay to get into the zoo.

Clinic

Monetary Notation
Gather any students who need extra practice reading and writing dollars-and-cents amounts. Say several amounts aloud, one at a time, and have the students write each one. Then give each student a turn to write an amount, show it to the group, and have the other group members read it in unison.

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Getting together At the end of the session, bring the group together to discuss their work. Have the students list different combinations of adults, children, and seniors they found who could get into the zoo for less than 10 dollars. *Does anyone have a different combination of people who paid less than ten dollars? Do you think you found all the different combinations? Did you organize your search in any way?*

FYI The idea that there is a finite number of combinations of people who get into the zoo for less than 10 dollars may be a revelation to students this age. Many will not be ready to figure out an organized system for finding all the possible solutions, but raising the question will lead to some interesting thinking and discussion. For your reference, the chart below shows the beginnings of an organized list of groups who could get in for under 10 dollars. This list is organized by the number of children in any potential group. The number of possible combinations increases as the number of students decreases to zero.

Children	Adults	Seniors
6	0	0
5	0	0
5	0	1
4	0	0
4	0	1
4	1	0
3	0	0
3	0	1
3	0	2
3	1	0

What to Do at the Zoo?

Activity
deciding how to spend a given sum of money

Preparation
Make copies of Today at the Zoo (p. 73), 1 per pair.

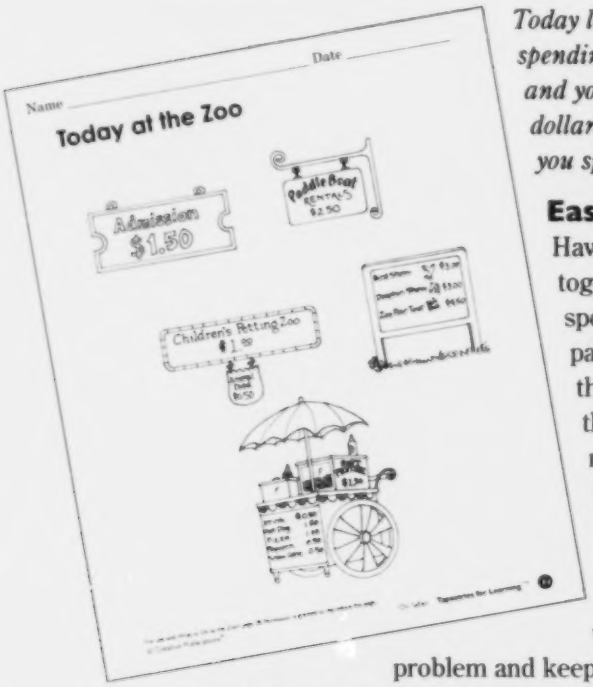
Materials
calculators (optional)

Time Frame
1 session

Learning Goals
- using mental math
- computation

What would you most like to do at the zoo? In this activity, pairs of students decide how they would spend a shared allowance.

Things to do at the zoo Distribute copies of Today at the Zoo. Explain that the items on the signs are all available at the zoo today, and go over the list with the class. Have the students read the money amounts aloud to be sure they know the meaning of each notation.



Today let's imagine that you're spending the day at the zoo. You and your partner have twenty dollars to share. How would you spend your money?

Easy come, easy go Have pairs of students work together to plan how to spend their money. Each pair should make a record that shows everything they bought and how much money, if any, they had left over. Encourage the students to use mental math or hand computations to work through the problem and keep a running total of how much they've spent. Later, students may check their arithmetic with calculators if they wish to.

Sharing To end the session, let the students use their records as a guide to summarize their zoo adventures. They can tell the class how they spent their money and whether or not they had money left over.

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Getting to Know You

Activity
creating informational posters about animals

Preparation
Gather as many resource books about animals as you can. See the bibliography on page T10 to help you get started. Make a chart like the one shown on the next page with a row for each student or pair. Label the columns as shown, and leave the row headings blank.

Materials
12" × 18" paper, colored pencils or colored markers, black markers

Time Frame
3 sessions

Learning Goals
- reading for information
- using an index and table of contents
- skimming for information
- entering information on a data table

This activity introduces the unit's major project, in which students design and construct models of environments for wild animals. For now, students focus on selecting an animal to work with, and finding out all they can about it.

Introducing the project Tell the students that now that the class has learned a lot about animals, they will start a big project in which each student (or pair) makes a model of an environment for a wild animal of their choice. *We'll be working on this project for several weeks, so you should pick an animal that you're especially interested in. You don't have to know a lot about your animal to begin with. There will be time to find out about it as we go along.*

Animal selection Let the students browse through the resource materials to decide on their animals. Explain that, at the end of the project, the class will invite parents and schoolmates to an event called the Safari Tour. *All the animal habitats will be on the tour, so the more animals we have represented, the more interesting our display will be.* Challenge the class to select a variety of animals so that every continent is represented by at least one animal.

The class may want to coordinate their efforts so that a wide variety of animals is represented, and so that a lot of people aren't working on the same animal. If there is a lot of duplication in the students' choices, see if some students will volunteer to select a different animal.

Outlining the activity After an initial browsing period, pull the class together to outline the first part of the research task. *Let's imagine that you're researchers and that you need to gather as much data as you can about your animals. Your main job over the next few days will be to create a poster about your animal. Include a drawing of your animal and as much information as you can about it.*

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ANIMAL DATA TABLE							
Animal	Adult weight	Adult Height	Adult Length	Weight at Birth	Number of Babies	Group Size	Life Span
tiger							
African Elephant							
penguin							
two-toed sloth							
lion							

Show the students the Animal Data Table that you have prepared. *As you research your animal, you might come across information that fits some of the categories in this chart.* Read the column headings and make sure students understand all of them. *If you find any of this information about your animal, write it in the correct spot with a black marker.*

To start the data table, ask each student to enter the name of his or her animal in the next available row heading.

On their own Give the students several class sessions to create their posters and add information to the data table. Remind them that in a few days, they'll begin to design an environment for that animal. *During this research phase, try to find out all you can about how and where your animal lives in the wild, what it needs to survive, how much space it uses, how it gets its food, and so on.*

Some students will begin work on their poster right away. Others will take notes first and wait until their research is complete to organize their poster. Still others may make a first draft, then a final version. Whichever method they use, encourage students to come up with a colorful, informative poster.

Clinic

Research Skills

You may wish to call a clinic for any of a number of research skills students are having difficulty with: using the index or table of contents, skimming for information, taking notes, and so on. Use examples from students' research projects and the reference sources in the classroom to give students the practical help they need.

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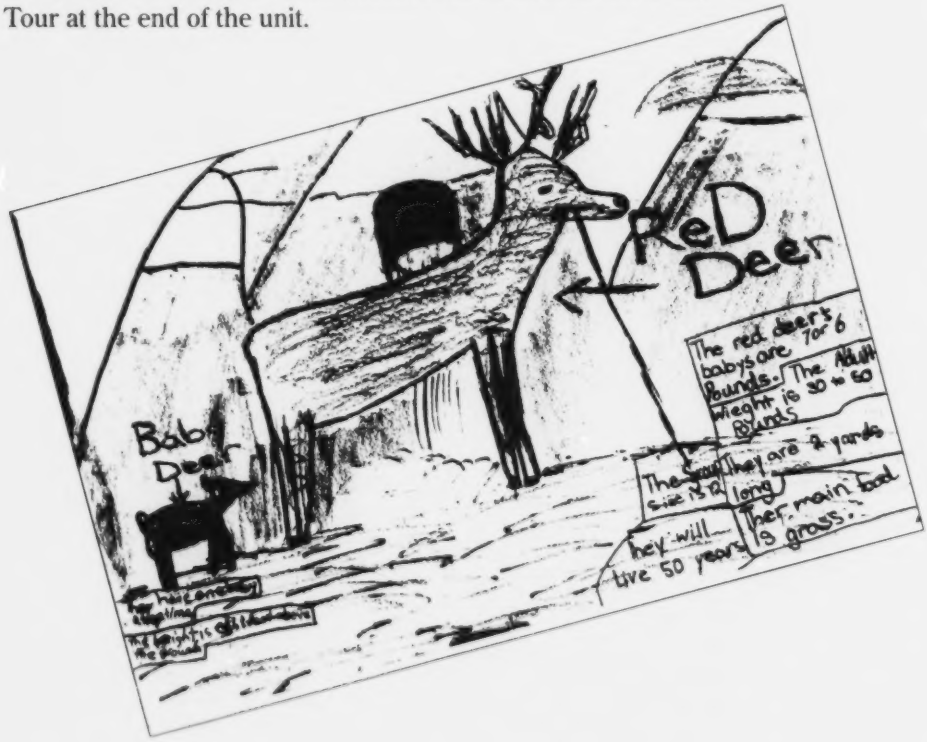
Keep an eye on the progress of the Animal Data Table, and remind students to enter any pertinent data that they find. If there are animals listed on the table with little or no information, check in with the students researching those animals to see if they are encountering any problems. Some data will be difficult for students to locate. Don't worry if the entire table is not completed. In the upcoming activity, Filling in the Gaps, students will use educated guesses to compare the animals on the table and fill in estimates for any missing pieces of data.

Sharing When students have completed their posters, gather the class together to share information. Each student or pair may show their poster, using it as a guide to tell what they found out about their animal.

After the sharing session, students may put their posters on display around the room. Be sure to keep the Animal Data Table posted for the upcoming activities—Filling in the Gaps, Sketches to Scale, and Who Am I? The posters will be used in the Safari Tour at the end of the unit.


Red Deer
Baby Deer
The red deer's baby is 1 or 2 pounds.
The Adult weight is 30 to 60 pounds
they are 7 yards long
Their main food is grass.
they will live 50 years

Filling in the Gaps

Activity
using known information to make educated guesses about animal data

Preparation
Make copies of the Animal Data Table (p. 74), 1 per student.

Materials
colored markers,
calculators

Time Frame
1 session

Learning Goals
- determining relative sizes
- estimating measurements
- logical thinking
- using calculators

Today the students fill in the blanks in the class Animal Data Table by making educated guesses. If we know how long a tiger is, can we estimate the length of a lion?

Completing the data table Compliment the class on their good work over the last several days, researching their animals and filling in the Animal Data Table. *You managed to find out a lot about your animals for the Data Table, but a few things are still missing.* Have the students tell about the empty grid spaces in the table.

Suggest to the students that they can use logical thinking to make good guesses about the missing pieces of information. Remind them that the information already on the chart can be helpful. *What do you know about how different animals' sizes compare that would help us fill in these gaps?*

As the students come to agreement on each of the table's empty cells, have one of them write the estimate in the cell. Continue the process until as much of the table as possible has been filled in. There may be cells that can't be approached through comparison or logical thinking, such as group or herd size. As the unit progresses, have students keep their eyes open for any data still missing from the table.

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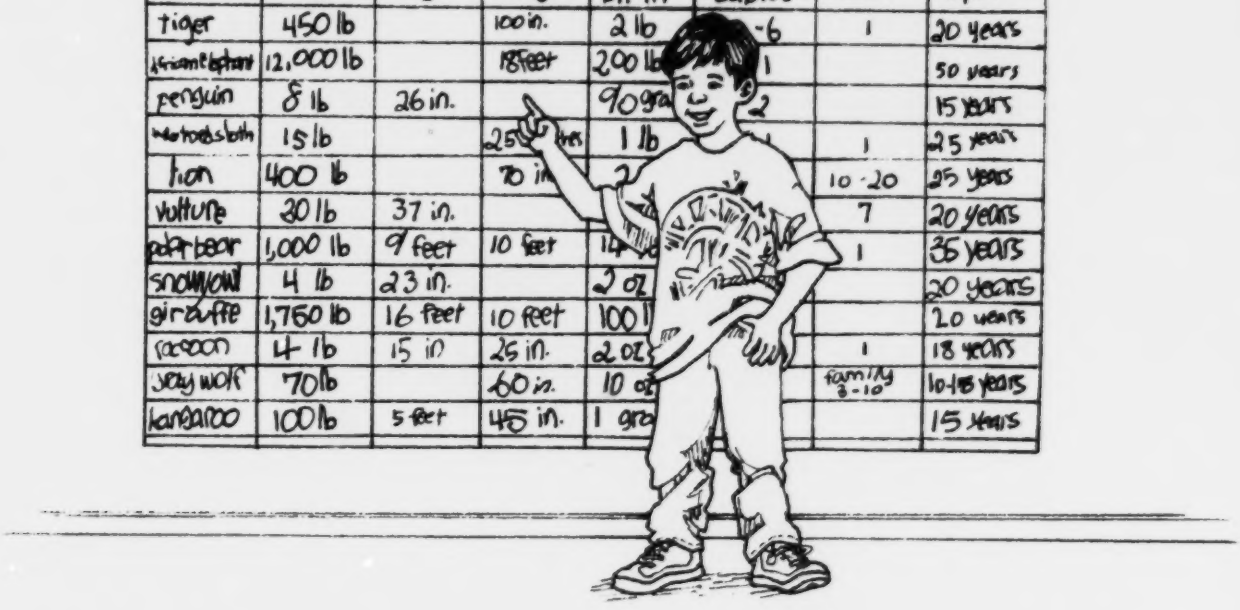
ANIMAL DATA TABLE

Animal	Adult Weight	Adult Height	Adult Length	Weight at Birth	Number of Babies	Group Size	Life Span
tiger	450 lb		100 in.	2 lb	-6	1	20 years
[illegible]elephant	12,000 lb		18 feet	200 lb	1		50 years
penguin	8 lb	26 in.		90 gra	2		15 years
[illegible]	15 lb		25 [illegible]	1 lb	[illegible]	1	25 years
lion	400 lb		70 in	2	[illegible]	10-20	25 years
vulture	20 lb	37 in.		[illegible]	[illegible]	7	20 years
polar bear	1,000 lb	9 feet	10 feet	14 [illegible]	[illegible]	1	35 years
snowy owl	4 lb	23 in.		2 oz	[illegible]		20 years
giraffe	1,750 lb	16 feet	10 feet	100 l	[illegible]		20 years
raccoon	4 lb	15 in	25 in.	2 oz	[illegible]	1	18 years
gray wolf	70 lb		60 in.	10 oz	[illegible]	family 3-10	10-18 years
kangaroo	100 lb	5 feet	45 in.	1 gra	[illegible]		15 years



FYI The thinking processes involved in this activity are complex and fairly sophisticated, yet they are processes that we use a great deal in day-to-day life. In order to make sense of our world, we constantly take known information, relate it to new situations, and make logical assumptions to fill in the gaps in our knowledge. Filling in the missing information on the data table and being able to support their theories is a valuable experience for students. You may prefer to have them record the "smart guesses" they make today in colored marker to distinguish them from the data gathered through research.

Personal data tables If you wish, end the session by handing out copies of the blank Animal Data Table. Students can copy the information from the chart onto their papers and save them so that they each have a handy reference for the future activities, Sketches to Scale and Who Am I?

Survival Strategies

Activity
learning about animals' survival strategies

Preparation
Make copies of Survival Strategies (p. 75), 1 per student. Obtain a copy of the picture book *We Hide, You Seek* by Jose Aruego and Ariane Dewey (optional).

Time Frame
1 session

Learning Goals
- analyzing animal characteristics
- identifying effective survival mechanisms
- reading for information

Survival of the fittest is one of the strictest laws of nature. In this activity, students explore some of the built-in survival strategies animals have.

Survival basics Talk with the students about the fact that most animals have enemies or predators against whom they need protection. Introduce the term *survival mechanisms* and explain that these are ways animals have of protecting themselves against danger, and that they are usually features of the animal that are "built-in" characteristics.

Hiding out Introduce the idea of camouflage. Discuss the fact that some animals' coloring or patterning blends in so well with their natural surroundings that they can conceal themselves from enemies just by holding still. If you wish, go through *We Hide, You Seek* with students, and make the book available to them to study closely later. Explain that camouflage is just one type of survival mechanism.

Brainstorming survival strategies Suggest to the students that there are many other types of survival mechanisms used by animals. *I'd like you to do some thinking about different animals and the characteristics they have that protect them against predators or other dangers.* Remind students to consider the survival techniques of birds, insects, and fish as well as mammals.

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Name _____ Date _____

Survival Strategies

What helps different animals survive in the wild? How do they protect themselves against their enemies?

List as many different kinds of survival strategies as you can think of. Name some animals that use each strategy, and tell why you believe it helps animals survive.

Survival strategy	Animals that use it	How does it work?

Distribute Survival Strategies and go over the instructions with the class. Point out the resource books that are available, but also mention that students may already have some good ideas about how different animals protect themselves. *Record as many different survival mechanisms as you can come up with, and give examples of animals that use each strategy. You also need to explain why you believe that each strategy helps the animals survive.* Show the students how to use the chart to record their ideas.

FYI Depending on their facility at skimming for information and their prior knowledge about animals, students will have different levels of success with this activity. Survival strategies such as speed, armor, poison, and size are some of the mechanisms students may list. During the upcoming activity, Listing the Strategies, the class will pool their ideas, allowing students to expand their understanding of this topic.

More to come At the end of this session, have the students save their lists. Tell them that in the upcoming activity, Listing the Strategies, the class will compile all their ideas about survival strategies into a complete class list.

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As Long As a Leopard

Activity
relating the sizes of animals to familiar objects

Materials
rulers, tape measures, or yardsticks; bathroom scale; calculators; the class's Animal Data Table

Time Frame
1 session

Learning Goals
- measuring
- comparing measurements
- estimating measurements

Clue

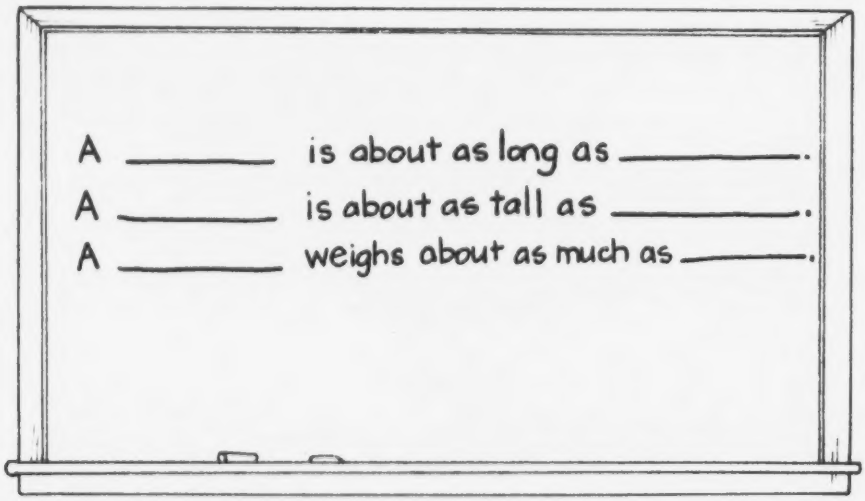
Measuring
Some students may need a refresher on measurement techniques such as how to align the ruler with the edge of the object, how to proceed if your measuring tool isn't as long as the object you wish to measure, and so on.

Students measure everyday objects to get a realistic idea of the sizes of the animals on the class data table.

Help the students pair up for this activity. *Today you're going to measure some objects around you to get an idea of how big the animals on our data table really are.*

Start with the animal you've been studying, and find something that is ***about*** *the same height or length or weight as that animal. Write a sentence like one of these.*

Write the following on the board:



Stress that students probably won't find objects with exactly the same measurements, so objects that are close to the same size are fine. Also bring to students' attention the fact that many of the animals on the class chart weigh a great deal. *If you want to make a comparison about weight, you may need to add the weights*

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of several things, like your own weight plus the weight of a friend or two, to come close to one animal's weight.

Allow the students to set about measuring objects or people in the room. Have calculators available for situations in which students want to refer to multiple objects—for example, "A giraffe is about as tall as me, Jeffrey, and Maria standing on top of each other," or "A lion weighs about as much as eight kids."

Have students illustrate one or more of their comparisons if they wish.

FYI The purpose of this activity is simply to give students some concrete examples of familiar objects that approximate the sizes of the wild animals on the class data table. Unless students have been to a zoo and seen the live animals, they may not have strong visual images of the relative sizes of the various animals.

Listing the Strategies

Activity
compiling a class list of survival mechanisms

Materials
chart paper

Time Frame
1 session

Learning Goals
- comparing lists
- identifying similar list items
- debating appropriate items for a list

Comparing their lists of survival mechanisms, the students put together a composite list of all the distinct strategies they have identified.

Introducing the activity Have students get out the lists they made of the survival mechanisms animals use. Propose to the class that they put all of their ideas together into a complete class list. *We'll want to share and evaluate our ideas so that our class list includes all of our different ideas about survival strategy, but doesn't repeat any strategies. We'll also work to give a descriptive name to each defense mechanism.*

The class list Title a piece of chart paper "Survival Strategies." Have students review their personal lists and suggest ideas for the class list. As the list grows, remind students to try to add only new items. Questions like the following may help the class evaluate each new idea: *Tara just suggested speed as a survival mechanism. Is that on our list so far? Does anyone disagree that speed is an example of a survival strategy? Why? Should we add this idea to our class list?*

SURVIVAL STRATEGIES

camouflage
speed
tough skin or shell
horns
strong kicking legs
stingers
poison

Students should check off survival mechanisms on their personal lists as those mechanisms are added to the class list. Continue recording until no one has any new or different ideas to add to the class list.

Keep thinking Once the list is complete, read it with the class. Invite students to keep thinking about survival mechanisms, and to let the class know if they come up with any additional ideas so they may be added to the list.

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The Lay of the Land

Activity
constructing 3-dimensional models of animal environments

Preparation
Cut up cardboard packing boxes or gather a collection of large box lids for bases. Have student volunteers tear used newspapers into long strips of about 1" × 12". Make copies of Animal Lands and Climates (p. 76), 1 per student or pair. Just before the session, prepare papier-mâché solution (mix dry wallpaper paste powder with warm water to get a thin, creamy paste) and place a batch in each area where students will be working.

Materials
newspaper, dry wall-paper paste, tubs for papier-mâché solution, tempera paints and brushes

Time Frame
3 sessions

Learning Goals
- understanding animal environments
- learning details of geography and terrain
- making papier-mâché models

The excitement mounts as students begin constructing environments for their animals. Applying what they've learned, students make papier-mâché models of their animals' natural terrain.

Getting started Show students the papier-mâché materials and the cardboard bases you have prepared. Tell them that today they will begin working on three-dimensional models of the environments where their animals live. *At the end of the project, we'll invite your parents and other classes in the school to come and take a safari through your exhibits. Looking at all of your animal lands will help them learn about animals in different parts of the world.*

Tell the students that for the next several days they will work on the first phase of their animal environment—the terrain. Write the word *terrain* on the board and talk about different types of terrain such as flat, hilly, mountainous, and so on. Explain that, once the terrain has been completed and painted, students will add plants, clay models of their animal, and other details. *Think about all the facts you know about your animal. Where does it live? What is the land like there?*

Demonstrate to the class how to use papier-mâché to mold different types of land. Show students how single strips of paper at a time may be wet with the solution, then squeegeed off between the fingers to get rid of excess liquid. Hills or mountains may be formed by balling up pieces of newspaper, taping them to the base, then molding layers of papier-mâché strips over and around them.

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On their own Distribute copies of Animal Lands and Climates to each student or pair. Have students fill in the name of their animal and then circle the appropriate descriptors in each box. This will help them start to form a visual image of how the terrain in their model should look.

Have the students begin working on the terrain for their models. Each student or pair should select a large piece of cardboard from the class supply to use as a base. As they work, students may want to refer to the available resource books. Others may, through their prior research, be familiar enough with the animal's environment to begin work on the terrain right away.

Allow several sessions for this initial work, including a session in which students paint the terrain. Provide space around the room where students may place models to dry between working sessions.

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Sketches to Scale

Activity
using a 1":1' scale to sketch animals

Preparation
Make 2 or 3 transparencies of 1-inch grid paper (p. 77). Also make copies of the grid paper, approximately 2 per student.

Materials
class-made Animal Data Table, pencils and erasers, crayons or markers, personal copies of the Animal Data Table (optional)

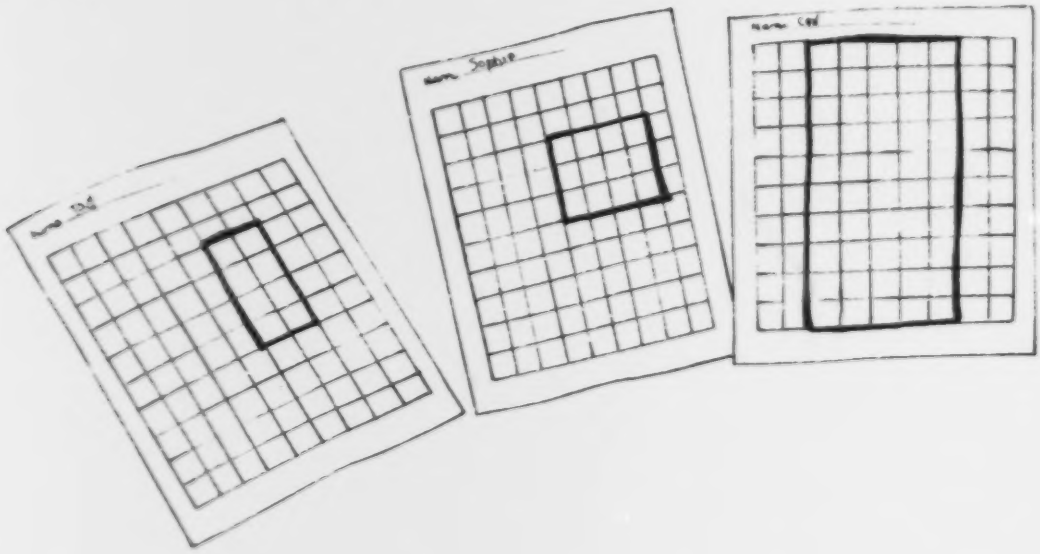
Time Frame
1 session

Learning Goals
- drawing to scale (1" :1')
- proportional drawing

In this activity, students learn about drawing to scale and produce some great animal sketches in the bargain.

Sizing up the activity Talk with the students about what it means to draw something to scale. Use the scale of 1 inch = 1 foot for this activity. Select an animal on the class's Animal Data Table for which both height and length have been recorded, for example, the rhinoceros. *If a rhino is six feet tall at the shoulder, how high should it be on our one-inch grid?* (6 inches, or 6 squares tall) *About how long is a rhino in real life? How long would that be on our grid paper?*

Show the students how to produce a scale drawing of the animal you've used as an example. Mark off the animal's height and length on the graph paper to form the drawing "frame." Do this on the overhead projector if you wish. Then, sketch the animal's shape using those guidelines. Repeat the process of making the frame a few times, as needed, to be sure students understand it.



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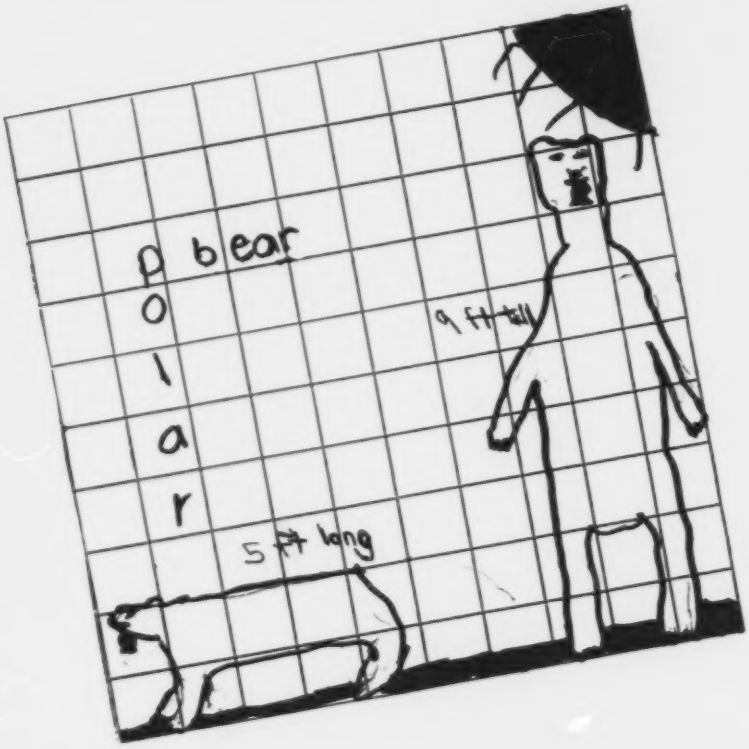
Sketches to scale Have pairs of students work together to produce scale drawings of several animals on the data table. They may need help converting the animal's height and length to feet if the table lists the measurements in inches. If students choose animals that are bigger than one piece of graph paper, they may tape pieces of the graph paper together. Tell them to be sure to work in pencil as they sketch the animal inside the frame, so they can make revisions as needed.

Once you have a pencil sketch you like that is the right size, you can add color and details to your drawing. Students should label their drawings with the animal's name, its height, and its length.



FYI The process of visualizing the size relationships between objects at other than life size is a valuable skill in many areas of our lives. We often need to plan spaces for things that are very large, and if our planning is done on paper, it must be done at a reduced size. The purpose of today's activity is not for the students to produce perfectly accurate scale drawings of their animals, but to become familiar with the idea of working in a different scale.

Finishing up When the students have finished, help them post their scale drawings around the room. Leave the drawings up for several weeks to share with visitors.

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Who Am I?

Activity
framing yes-or-no questions to determine an animal's identity

Materials
drawing paper, crayons, craft sticks or pencils, tape, class-made Animal Data Table

Time Frame
1 session

Learning Goals
- framing yes-or-no questions
- logical thinking
- making comparisons
- using facts about animals

Am I taller than a monkey? Do I weigh more than an ibis? It's not a sudden case of amnesia; it's the animal guessing game Who Am I?

Animal masks In preparation for the guessing game Who Am I? have each student make a drawing of his or her animal and label the picture with the name of the animal. Have students draw and color lightly so that the outline of the animal or its name does not show through the back of the paper.

Students may then tape their animal drawings to craft sticks or pencils to make simple "masks."

Who am I? Introduce the students to the guessing game. Tell them that you will select one student to be "it." That student will come up to the front of the group and put one of the animal masks up in front of his or her face so the class can see which animal it is, but the student who is "it" does not know. That student will ask questions of the rest of the class to try to determine the identity of the animal. There's only one hitch: the questions must be framed so they can be answered with either "yes" or "no."

You may want to do a trial run, acting as "it" yourself to model yes-or-no questions. *Remember, I have to ask all yes-or-no questions. Don't answer me if I ask a question that doesn't have yes or no for an answer.*

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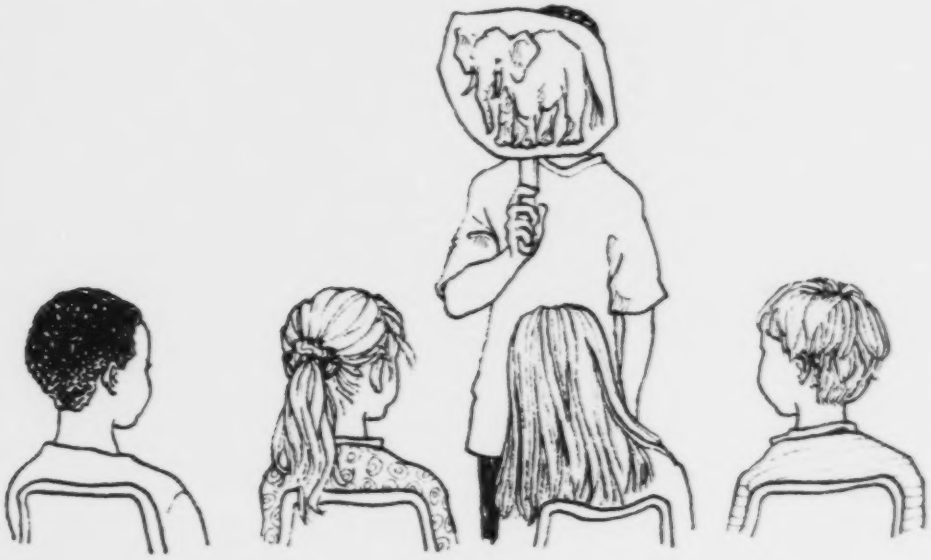
Show the students how you can use the information on the Animal Data Table to help you determine the secret animal's identity. Questions such as the following will be good models: ***Am I a mammal? Do I weigh less than a tiger? Am I taller than a penguin?*** Try asking one or two non–yes-or-no questions to make sure students understand what questions they should not answer: ***How many babies do I have at a time? How long am I?***

Pose some questions that are not on the data table that would help you get a picture of the animal: ***Am I black or brown? Do I have fur? Do I move on four feet?***



Playing the game Choose one volunteer to be "it." Once the student has successfully guessed the animal identity, he or she should select the next volunteer. Play several rounds with the class. Keep the masks around so that small groups of students may play the game during their free time.

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Meeting Their Needs

Activity
adding plants and animals to the model of an animal environment

Preparation
Collect a variety of materials for students to build and model with (see page T8 for ideas). Make copies of Animal Needs (p. 78), 1 per student.

Materials
glue, scissors, construction paper, modeling clay, paint and brushes

Time Frame
4 sessions

Learning Goals
- applying information about animals
- building with modeling clay and other materials

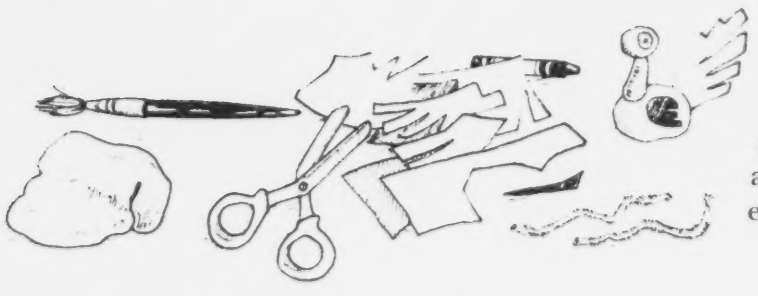
Students laid the foundation for their model animal lands by creating the terrain. Now they are ready to add realistic flora and fauna, bringing the models to life.

Preparing to work Tell the class that today they will begin adding some important details to their models of animal lands. The place where an animal lives must provide for all of its basic needs, such as appropriate temperatures, food, water, companionship, activity, and space. Lead a class discussion about how animals' natural habitats meet the animals' needs. Students can give specific examples about the environments of animals they've been studying.

Distribute copies of Animal Needs, and go over it with the class. *As you add details to your animal land model, you should think about these factors. How will the environment you create meet your animal's needs?* Encourage the students to use the Animal Needs guide over the next few days to help decide on appropriate details for each animal land model.

Show the class the materials you have collected for their use. Invite them to bring in other materials from home that they think would be useful.

Finishing the models Allow the class to spend several sessions working on their animal environments, constructing models of typical plants found in the region, modeling their animals (and other animals native to the region) from clay, and painting the additions if desired.



You may want to bring the class together several times during this activity to share their progress and tell a bit about the features they're adding to their animals' environments.

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Finishing Touches

Activity
adding final touches to the animal land model

Preparation
Make copies of Safari Information Sheet (p. 79), 1 per student.

Materials
found and recyclable materials as requested by students

Time Frame
2 sessions

Learning Goal
- identifying animal needs

After students view their classmates' models and share ideas, they have an opportunity to make any additions or improvements to their own animal lands.

A short world tour Bring the class together to share their animal environments. You may want to organize a tour of the models, since they're likely to be spread around the room. Have students study each environment, looking for features they especially like, such as environments that meet the needs of the animal particularly well, or especially realistic features.

Important details Invite the students to spend one or two sessions adding finishing touches to their animal lands. Students may have seen features during the tour that gave them new ideas about how to add to their environment or make it more realistic. Some students may wish to add more animals to their models.

Ask whether there are details students could add that would make their animal land more pleasant and livable for their animal, for example, boulders for Barbary sheep to climb on, or a "water slide" hill for otters.

Safari information sheets As students complete their models, have them fill out the information on their Safari Information Sheets. These forms can be posted beside the animal land models during the upcoming Safari Tour. Each student should shade in the world map to show his or her animal's range. Each should fill in information about what the animal eats and what type of habitat it requires, and note one or two interesting facts about the animal.

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Animal Bingo

Activity
creating and playing a game based on information about animals

Materials
scratch paper, unlined paper, resource books, animal crackers (optional)

Time Frame
Phase I: 1–2 sessions
Phase II: 1 session

Learning Goals
- reading for information
- writing factual clues
- listening for information

Five in a row, any which way, and BINGO! In this activity, students use what they know about their animals to write factual clues and organize their own bingo boards.

Phase I: Bingo Boards and Clues

A different bingo Ask the students if they've ever played bingo. As a class, review the rules for the game as it's traditionally played. Tell the students that the class will be developing their own bingo game based on animals, and that it will be a bit different from the game they're familiar with. Instead of the caller reading off a letter and a number, the caller will read a clue about an animal or an animal name, and players will mark the correct animal.

In order to make your bingo game, you need to do two things. First, you need to write clues. Then you need to make your bingo board.

Writing clues Writing descriptive clues is an art form. A clue must be detailed enough to let players guess the animal, but may not, of course, include the animal's name. This may be a challenge for many students this age.

Give the class a few sample clues to get them warmed up. For example, *This house pet likes to chase birds and mice. It licks its paws with its rough tongue to keep them clean.* (cat) *This animal looks as if it has a mask on its face, and sometimes raids people's garbage cans at night for snacks. It's name rhymes with* baboon. (raccoon)

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Have each student write two descriptive clues about the animal he or she is researching, each on a separate slip of paper. Students should put the name of the animal on the back of each clue slip. On a third slip of paper, the student should simply write the name of the animal. Designate three piles for clue slips and have students put their three clues, one on each pile, in random order. Each pile of clues may then be used for a different bingo round, ensuring that no duplicate animals are used in any one game.

Please note The bingo boards the students make will have 25 spaces. All 25 spaces may feature an animal, or the middle space may be designated FREE, with the other 24 featuring one animal each. If there are not enough different animals being researched by your class, you may ask several students to write clues about an extra animal.

Making the bingo boards Make a list on the chalkboard of the 24 or 25 animals in the class bingo game. Each student should make a bingo board by marking off a 5 × 5 grid on unlined paper, with each square large enough to write in the name of an animal. Tell students not to worry if their grid boxes aren't all the same size. Ask them to fill in the grid spaces with the animals from the class list. Stress that the students' boards need to be different from each other, so they should write the animals' names in the grid squares in random order.

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Phase II: Playing the Game

Getting ready to play Have the students get out their bingo boards and tear scratch paper into small pieces to mark the spaces on their board that match the clues being read. As a special treat, you might provide animal cracker "markers" for the first game. At the end of the game, players can clear their boards by eating their markers.

The first game Select a caller for the first round, or take on the role yourself, and select one pile of clues. The caller should read one clue or animal name at a time. Players should listen to each clue, decide which animal it describes, and mark the appropriate space on their boards. The first player to place five markers in a row horizontally, vertically, or diagonally calls out "Bingo!"

To check the winner's board, the caller should reread each of the clues called thus far, and the class can say which animal it describes. The player who called bingo should check to see whether all the correct animal spaces are in fact marked.

Let's play again! Play several rounds of the game, having players clear their boards for the start of each new round. Use a new set of clues for each round, or shuffle a previously used set.

Have students save their boards and markers. Put the clue sets where they will be easily accessible to students. This way, small groups can play the game on their own during free time.

Mapping the Lands

Activity
mapping and describing the features of an animal environment

Materials
colored pencils

Time Frame
1 session

Learning Goals
- mapping
- describing environmental features
- measuring

Now that students have completed their models of animal environments, they move from three dimensions to two to create maps of their spaces. They also write descriptions of the environments they have created.

Maps and summaries Compliment the students on their good work on the project so far. Let them know that the time for the Safari Tour is coming soon. *To get ready for our visitors, let's make maps of our animal land environments, and write summaries to tell how our environments meet the needs of our animals. We can post these near our exhibits on the day of the tour.*

Ask the students to create maps of their model environments, labeling the features (rocks, streams, groves of trees, and so on) they've built. Some students may wish to use colored pencil to help distinguish various features on the map. They can then create color-coded map keys as an alternative to labeling the features directly on the map. Ask the students to measure the dimensions of their animal land models as well, and to indicate those dimensions on their maps.

When the maps are completed, each student should write a description of his or her animal environment, telling why it would be a livable place for the animal. *Your summary should describe the features of your animal land environment and tell why you chose those features. What makes this a good environment for your animal?*

For display Have the students set aside their maps and summaries, along with their Safari Information Sheets. These will all be displayed along with the animal land environments next week during the Safari Tour.

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You're Invited!

Activity
writing and illustrating an invitation

Preparation
Arrange a date and time for the Safari Tour. You may want to reserve an alternative space for the tour.

Materials
5" × 7" note cards, markers

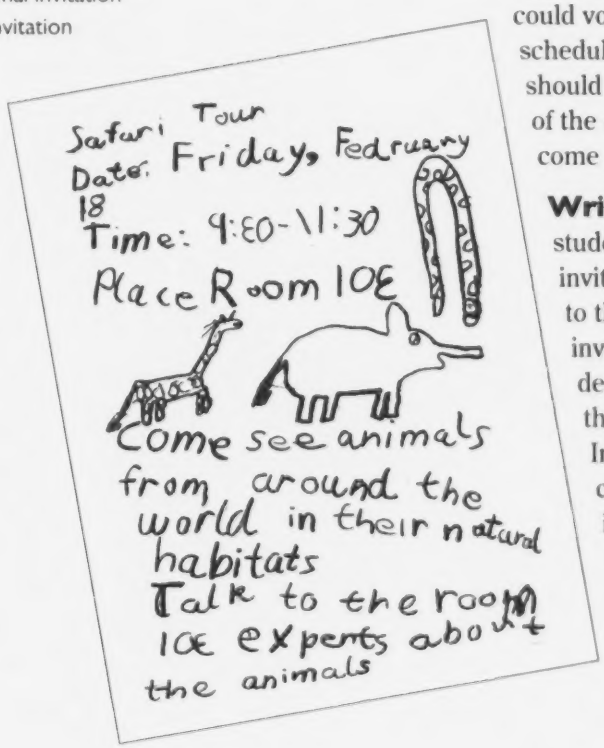
Time Frame
1 session

Learning Goals
- writing an informal invitation
- decorating an invitation

Students do some planning and design invitations for the culminating activity of this unit: the grand Safari Tour.

Making arrangements Tell the students the date, time, and place you have arranged for the Safari Tour. Depending on the size of the room where the tour will be held and the planned duration of the tour, let students know how many people each may invite. If you plan to hold the fair in the classroom and it will run for just a few hours, you may want to limit the visitors to parents only. If you have access to a larger room or plan to devote a larger part of the day to the tour, you could invite other classes to come as well.

If you invite other classes, some students could volunteer to put together a schedule that tells when each class should come. Parents may be informed of the start and end time, and may come at their convenience.


Safari Tour
Date: Friday, Fedruary 18
Time: 9:30-11:30
Place Room 10E
Come see animals from around the world in their natural habitats
Talk to the room 10E experts about the animals

Writing invitations Ask each student to compose and decorate an invitation to the Safari Tour to give to the guests he or she plans to invite. Invitations should include a description of the tour, along with the date, times, and location. Interested students may take charge of creating and delivering invitations to other classes, as well as the principal and other adults who work in the building.

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Animal Haiku

Activity
composing haiku poetry

Materials
crayons, light-colored watercolor paints and brushes, water, 12" × 18" white drawing paper

Time Frame
Phase I: 1 session (plus continued work for some students)
Phase II: 1 session

Learning Goals
- counting syllables
- using descriptive language
- trial-and-error experimentation with language
- watercolor resist painting

In this activity, students learn the structured form of Japanese haiku and compose their own haiku about animals.

Phase I: Haiku Composition

About haiku Introduce the students to haiku, the Japanese poetry form that usually focuses on a striking element in nature. Each haiku has a single subject such as an animal or plant, and the three lines of the poem work together to describe, or paint a picture, of the subject.

Copy the two poems below on the chalkboard, and use them to introduce the students to the structure of these poems. Explain that all haiku follow the same form, five syllables in the first line, seven in the next, and five in the last. This 5, 7, 5 pattern is what distinguishes haiku from other forms of poetry.

Read the poem about the lion to the class. *Let's find out if this poem follows the 5, 7, 5 haiku pattern.* Have students read one line at a time together in unison, counting the syllables on their fingers as they go. For each line, check to see that the students agree that the syllable count is correct. Do the same with the giraffe haiku.

Lion
Roaring, majestic
Roaming the savanna land
Hunting with the pride

Giraffe
Tall in the sunshine
Towering over treetops
Munching the sweet leaves

Composing haiku Suggest to the students that they each write one or two haiku of their own, using an animal as the topic of each poem. *Think about the different animals you've been getting familiar with during this unit. Choose one to write a haiku about.*

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It may help students to start by brainstorming a list of words or phrases to describe their chosen animal. This free association will help them get all their impressions about the animal out first, before they start to deal with counting syllables. Then students may examine their lists and begin to compose their poems, choosing or adapting words and phrases to meet the haiku structure.

Extensions Students who successfully compose one haiku may like to select a different animal and write another. Students who would like a challenge might try another Japanese poetic form, the tanka. This form is similar to haiku, but has five lines and follows a 5, 7, 5, 7, 7 syllable pattern.

Clinic

Syllables

Gather any students who are having trouble hearing the number of syllables in words. As a group, brainstorm a list of objects that can be seen around the room. Go through the list, clapping or nodding heads to mark each syllable of each word. Organize the list by number of syllables, then read all the one-syllable words aloud together, hearing the rhythm of them. Read all the two-syllable words next, then the three-syllable words, feeling the rhythm of each different group.

Assessment Opportunity

Through their haiku, students will demonstrate a variety of abilities: their skill in distinguishing syllables in words, their knack for using descriptive words to create clear impressions, and their ability to follow a structured writing form.

Assessment Criteria If you will be using this activity as an assessment, it is important to let the students know before they begin to work that you are interested in finding out

- how clearly their poem describes the animal
- whether their poem follows the 5, 7, 5 syllable pattern

Scoring Rubric

Low Response The student puts little effort into writing the poem. Although some descriptive words are presented, the poem has not been completed, or it does not follow the haiku structure.

Medium Response The student puts careful effort into the creation of the haiku. The poem contains appropriate descriptive words. There may be some error in the 5, 7, 5 structure.

High Response The student takes great care with the poem, experimenting with descriptive language to find a combination that creates an accurate and striking image of the animal. The haiku structure has been followed exactly.

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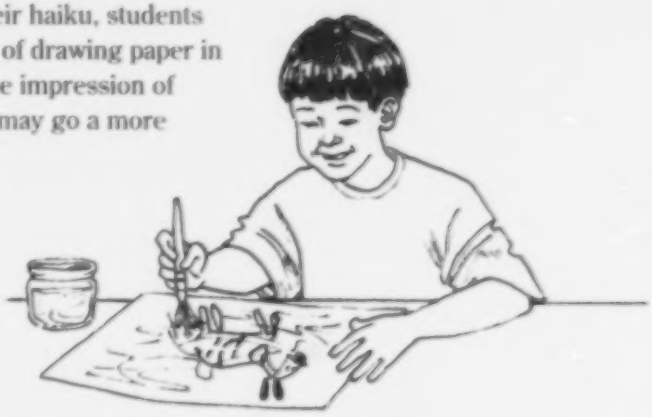
Phase II: Words into Pictures

Poetic illustrations Have the students get out the haiku they wrote during Phase I, and explain that they are now going to illustrate the poems. If the students are not familiar with the technique of watercolor resist, quickly demonstrate it for them by painting a wash over a few crayon strokes.

To create a watercolor resist rendering of their haiku, students will first copy their poems onto a large sheet of drawing paper in crayon. Some students may want to create the impression of writing in ink by using black crayon. Others may go a more colorful route.



After writing his or her poem, each student may illustrate the area around the poem with a simple crayon drawing of the poem's subject, and perhaps a bit of scenery. Then, using watercolors, the student should paint over the poem and illustration. The wax in the crayon will resist the paint, leaving the drawing and words untouched, but surrounded by a soft wash of color.

Haiku gallery Set up a haiku gallery somewhere in the classroom or hallway where students may enjoy each other's efforts. You may want to organize a poetry reading before putting the poems on display, having each student read his or her poem aloud to the class.

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Safari Tapes

Activity
making an informational tape recording

Preparation
Gather blank audio cassette tapes, 1 per student or pair, 1 or 2 tape recorders, and, if possible, 1 or 2 headphone sets. Arrange for several parents or older students to help with taping.

Materials
shoe box for tapes

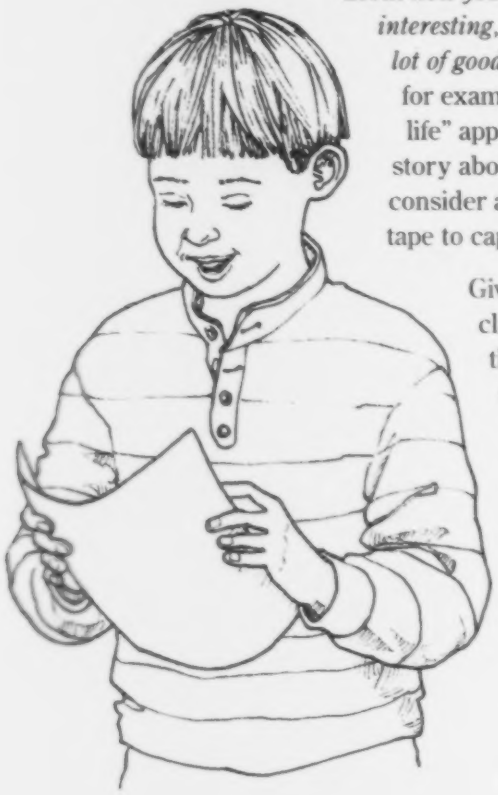
Time Frame
2–3 sessions

Learning Goals
- making an oral report
- reading aloud

Some zoos and wild animal parks have audio "key boxes" where visitors can hear taped information about the animals. In this activity, students create their own audio presentations to share at the Safari Tour.

Safari tapes Introduce the idea of setting up a listening station for the Safari Tour. *If we all tape some interesting information about our animals, then visitors can come to our listening station during their tour and hear tapes about animals they're especially interested in.*

Preparing the scripts Have each student or pair start to create a script or report to share all of the information they've learned about their animal over the last several weeks. *Think about how you can make your script fun, interesting, or exciting while still sharing a lot of good information.* Some students, for example, might take a "day in the life" approach, telling a fact-filled story about their animal. Others may consider adding sound effects to their tape to capture listeners' attention.



Give the students one or two class periods to plan and write their scripts. Students should also practice reading their scripts aloud before the taping. They should focus on using a conversational or story-telling voice to help make the tape interesting to hear.

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Making audio tapes Enlist one or two parent volunteers to take charge of the taping sessions. As an alternative, older students often enjoy managing projects like this one. Set up several quiet areas (perhaps outside of the classroom) for the taping. Volunteers may call one student or pair at a time to record their information.

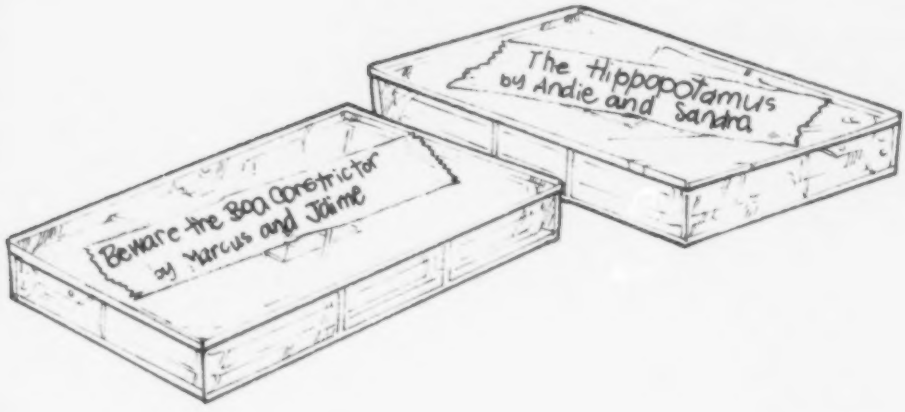
Each student or pair may use one side of a tape, so that it's easy to find the information on a particular animal. That side of the tape may be labeled with a title that includes the name of the animal, and the name of the student(s) who produced the tape.

Put the completed tapes in a shoe box to place in the listening center on tour day.

Clinic

Presentation Skills

Some students may need help enunciating clearly into the tape recorder and speaking at an appropriate rate and volume. Give students a chance to listen to their own recorded voices, and work with them individually or in groups on improving technique.



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Setting Up for the Tour

Activity
arranging the Safari Tour exhibit by continent

Materials
completed animal land models and maps, animal posters from Getting to Know You, Safari Information Sheets, and safari tapes; world map or globe; tape recorders; headphones (optional); desks or tables; large paper for banners; cellophane or masking tape

Time Frame
1 session

Learning Goals
- locating and identifying the continents
- sorting animals by continent
- creating appealing displays

Today the class gets ready for the Safari Tour. They sort the animals by continent of origin and arrange their animal land models accordingly.

Getting ready Get the class together to discuss preparations for the Safari Tour. *Now that our animal land models are ready, we're going to share them with the people we've invited to the Safari Tour.* Explain that each animal land will be the focus of a "booth" at which the animal land map, the animal poster, and the Safari Information Sheet will also be displayed. During the tour the students will be available at the booths to answer visitors' questions and talk to them about their animals.

Let's arrange our booths so that animals that come from the same part of the world are close to each other on the tour. Talk with the students about the continents and identify them or have volunteers identify them on a world map or globe. Have the class sort their animals according to which continent they live on.

Booth setup Divide the room where you'll be holding the tour into continental "zones," and have students whose animals come from each continent set up their booths in that area of the room. Students can get together to make a colorful sign or banner announcing their continent to visitors.

Depending on the space you have reserved for the fair and the furniture available in that room, students might use either tables or groups of desks for their booths. Discuss with the class the space each group will occupy and how they could set it up. Remind students to display along with their model environments all their other materials—maps of the spaces, animal posters, and Safari Information Sheets.

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Safari listening center Set up a listening center where visitors can play the informational audio tapes made by the students. Arrange in the center the tape recorder(s), the box of students' tapes, and headphones.

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Safari Tour

Activity
showcasing the unit work at an exhibition for friends and family

Materials
setup for Safari Tour, camera (optional)

Time Frame
several hours, as planned, for the Safari Tour

Learning Goals
- making spontaneous oral presentations
- summarizing information about an animal

The Safari Tour will give students an excellent chance to share what they have accomplished with a group of people who are new to the project. Students will give impromptu presentations to interested visitors.

On safari Open your doors to welcome visitors to the Safari Tour. As parents and schoolmates visit the booths, some students can be available to answer questions, while others get a chance to tour the exhibits themselves. Midway through the fair, roles can be reversed.

Visitors may flow in and out of the exhibits at their convenience. If your class has invited other classes and has made a schedule for them, you may want to put several students in charge of monitoring the schedule.

Photo op You may stay available to help with the traffic flow and guide visitors to the listening center. It will also be fun to have a camera available to take pictures of the students at their booths and talking with tour visitors.

Cleanup When the time comes to wrap everything up, thank all remaining visitors for coming and announce the end of the tour. Once the guests have left, have groups dismantle their booths and put everything away.

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Evaluating Our Work

Activity
filling in a self-assessment for the unit

Preparation
Make copies of Self-Evaluation (p. 80), 1 per student.

Time Frame
1 session

Learning Goals
- assessing one's own work
- writing explanations

Now the class gets a chance to sit back and talk over their experiences with *On Safari*. They give feedback on the unit in general, and each student takes a more focused look at his or her work on the unit project.

Unit feedback Get the class together to talk over and give feedback on the unit. The questions below may spark interesting discussions:

What did you like best about this unit?
What should I change the next time my class does the unit?
What was the most challenging part of the unit?
What will you remember most about this unit?
Tell some new things you learned during this unit.

Self-reflection Ask the students to think about their own work in this unit. Distribute one Self-Evaluation form to each student. Go over the review categories with the class. Then have each student fill out the evaluation, reflecting on his or her work during the development of the animal land environment.

You may want to write an evaluation of each student as well. Set up conferences, if you like, to meet individually with students to discuss their reflections on their work in the unit. The Self-Evaluation form may go in each student's portfolio.

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Name _____ Date _____

Reading Log

Date	Title	Author	Fiction or Nonfiction

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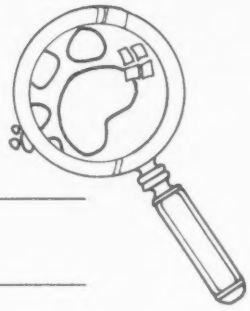
Name _____ Date _____

Animal Scavenger Hunt

Look through some books about animals.

Find an interesting or unusual animal that



1. is shorter than you _____
2. lives in Africa _____
3. has scaly skin _____
4. hatches from an egg _____
5. lives in North America _____
6. is active mostly at night _____
7. weighs more than two small cars (Clue: One small car weighs about 2000 pounds.)

   _____
8. eats meat as its main food _____
9. is endangered _____
10. Bonus: Explain what it means when we say that an animal is "endangered."

    _____

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Name _____ Date _____

Oodles of Animals

Look at the names of animals below.
How could you group them so the animals
in each group are alike in some way?

You may cut this paper apart to make
a separate slip for each animal.

tarantula	rattlesnake
blue shark	toad
bald eagle	walrus
ladybug	grizzly bear
killer whale	monarch butterfly
gorilla	collared lizard
desert tortoise	brown pelican
long-eared bat	chameleon
honeybee	black rhinoceros
earthworm	hatchet fish
flea	penguin

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Animal Characteristics

Cut apart the cards below. Pick two cards and make a Venn diagram. Think of animals that belong in each area of the diagram.

When you are finished, pick different cards and make more diagrams.

furry	active in the daytime
scaly	active at night
has feathers	eats meat
lives on land	eats plants
lives in the water	lays eggs
four-legged	moves slowly
two-legged	moves fast
flies	has a tail
swims	makes a good pet
walks	wild

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Name _____ Date _____

Field-Trip Drivers

Driver	Type of Vehicle	Number of Seats	Can Drive On:
A	van	8	Tues., Wed.
B	car	4	Mon., Fri.
C	car	5	Tues., Thurs.
D	station wagon	5	any day
E	pickup truck	3	Tues., Fri.
F	car	4	Mon., Wed.
G	car	4	Friday only
H	van	6	Tues., Thurs.
I	car	2	any day
J	car	5	Mon., Tues., Wed.
K	jeep	4	Wed., Thurs.
L	car	4	Tues., Thurs.
M	van	7	Mon., Tues., Fri.
N	car	3	Thurs., Fri.
O	car	3	Tuesday only
P	truck	2	any day
Q	station wagon	6	Mon., Tues.
R	car	2	Tues., Thurs.
S	car	5	Mon., Tues., Thurs.
T	van	8	Tues., Wed.

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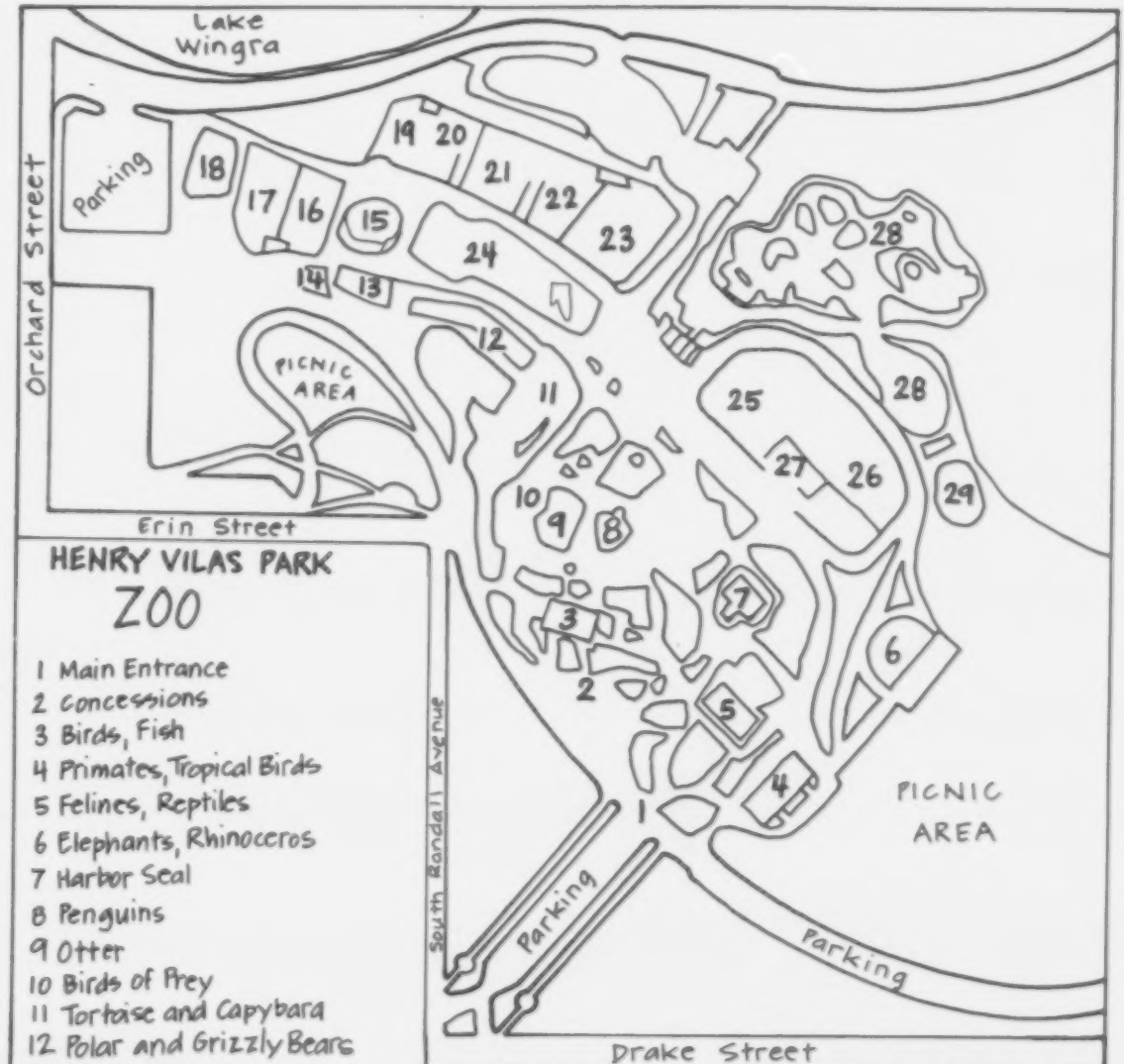
Henry Vilas Park Zoo Map



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Name _____ Date _____

Getting Around at the Zoo

Look at your map of Henry Vilas Park Zoo.

1. Which animal is number 8 in the key? _____

2. Which animal has the largest zoo area? _____

3. Which animal areas would you pass on your way from the main entrance to the children's zoo?

_____

4. Which animal areas are closest to Lake Wingra?

_____

5. Which animal areas could you see most easily from the picnic area near Erin Street?

_____

6. Which animals are next to the llamas?

_____

7. Which five animal areas would you most like to visit? List their names and numbers on the key.

_____

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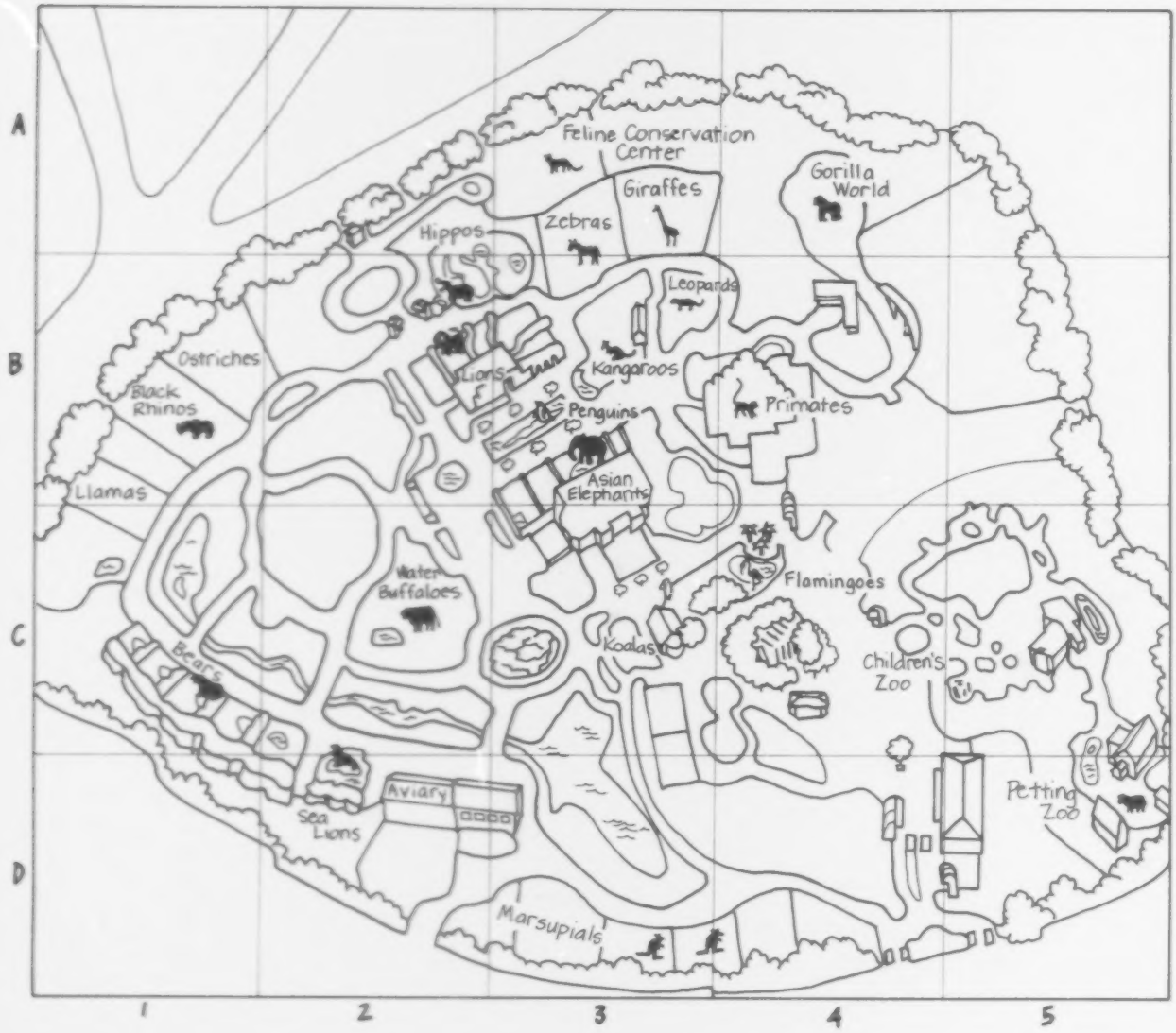
Name _____ Date _____

San Francisco Zoo Map



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Name _____ Date _____

Writing Guide

1. What animal will your story be about?

_____

2. What characteristic of the animal will your story explain? (It should be something that makes the animal unusual.)

_____

3. Tell in just a sentence or two your imaginary reason for how the animal got to be the way it is.

_____

4. Where will your story take place?

_____

5. Who will the other characters be?

_____

_____

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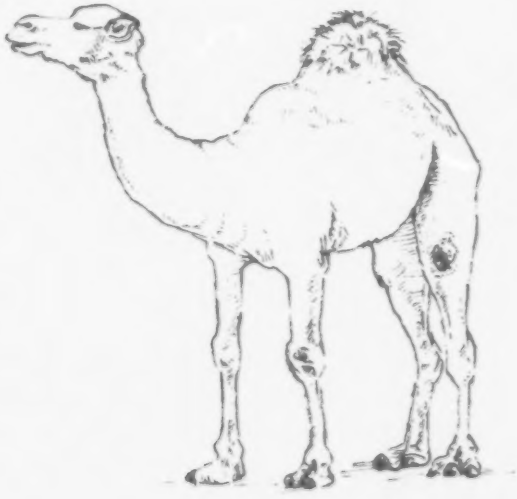
Name _____ Date _____

Zoo Research Guide
Project: Fur, Fin, or Feather?

Goal: Your job is to find out about the body coverings of different animals. Some animals have fur. Some have feathers. Others have fins or scales or armor. Use the space below to record your notes.

Materials: Take these things with you to the zoo:
this paper
a pencil with an eraser
You can also take a clipboard or notebook to write on.



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Name _____ Date _____

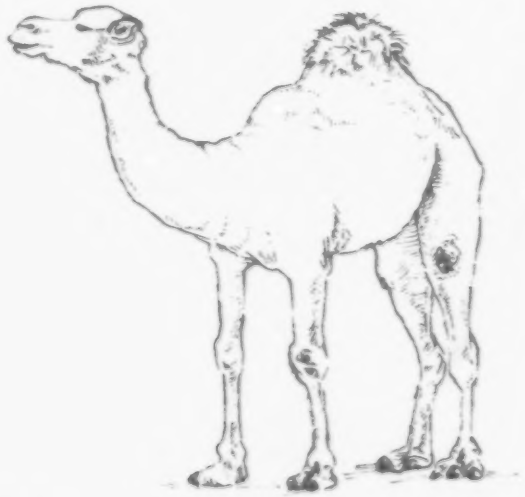
Zoo Research Guide
Project: What Do They Eat?

Goal: Your job is to find out what different animals eat.
Some animals are **carnivores.** They **eat meat.**
Some animals are **herbivores.** They **eat plants.**
Some animals **eat both plants and meat.**
They are called **omnivores.**

Use the space below to record what you find out about different animals and their food.

Materials: Take these things with you to the zoo:
- this paper
- blank paper (for recording)
- a pencil with an eraser

You can also take a clipboard or notebook to write on.



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Zoo Research Guide
Project: How Big? How Heavy?

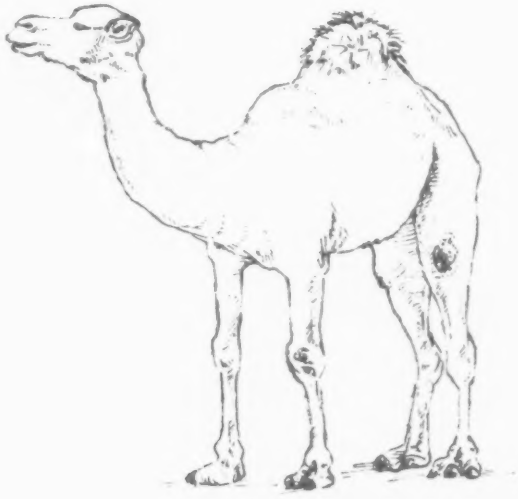
Goal: Your job is to find out about the sizes of different animals. Observe and compare the animals you see. Look for information about each animal that tells how much it weighs, or how tall or long it is. Use the space below to record your findings.

Materials: Take these things with you to the zoo:

this paper

a pencil with an eraser

You can also take a clipboard or notebook to write on.



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Today at the Zoo

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Animal Data Table

Animal	Adult Weight	Adult Height	Adult Length	Number of Babies	Weight at Birth	Group Size	Life Span

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Name _____ Date _____

Survival Strategies

What helps different animals survive in the wild? How do they protect themselves against their enemies?

List as many different kinds of survival strategies as you can think of. Name some animals that use each strategy, and tell why you believe it helps animals survive.

Survival strategy	Animals that use it	How does it work?

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Animal Lands and Climates

Write the name of your animal in the large box below. Then circle any words in the boxes that describe your animal's natural environment.

My animal is a	It lives	It lives in a
mammal amphibian reptile bird	underground on land in water	desert jungle grassland forest

The land it lives on is	The water it lives in is
flat hilly mountainous	an ocean or sea a river, stream, or lake something else

The climate is	The temperature there is
dry moderate wet	hot moderate cold

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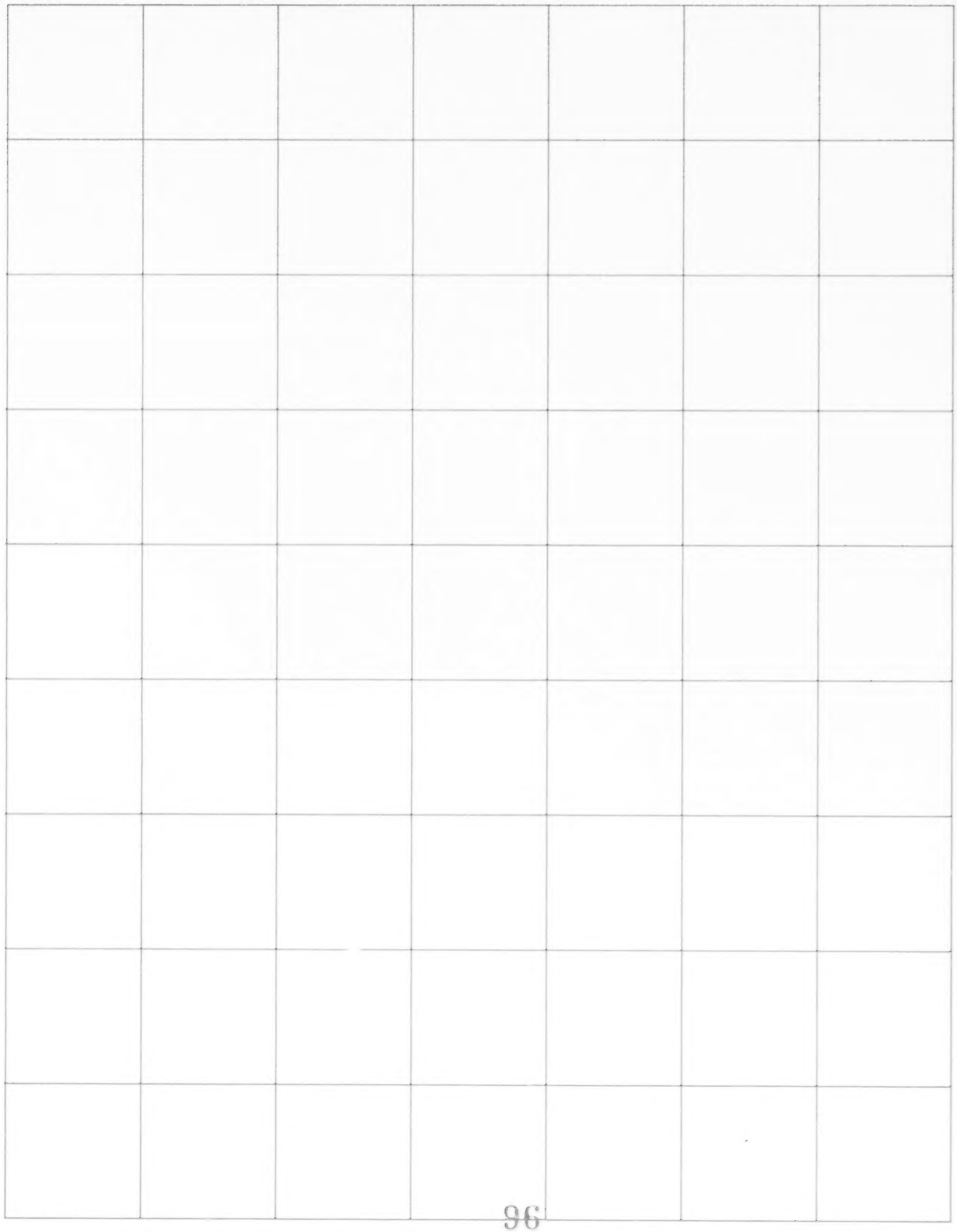
One-Inch Grid Paper



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Animal Needs

As you design the environment for your animal, you'll need to consider some of the things below. Think about how your model will provide for each of the needs.

☐ **Food**
What does your animal eat? If it eats plants, what types are they? What do they look like?

If your animal eats meat, you'll need to find out what types of animals it preys on.

☐ **Water**
Animals need a place to get fresh water. Where does your animal get its water? How will you show the water in your model?

☐ **Climate**
What is the climate like where your animal lives? Is it hot? dry? cold? wet? rainy? What kinds of plants grow in that climate?

☐ **Companionship**
Does your animal live alone or in a group?

☐ **Exercise and Play**
What does your animal like to do? Are there any features you can add to your model to provide activity and exercise for your animal?

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Name _____ Date _____

Safari Information Sheet

Name of Animal: _____

Diet: _____

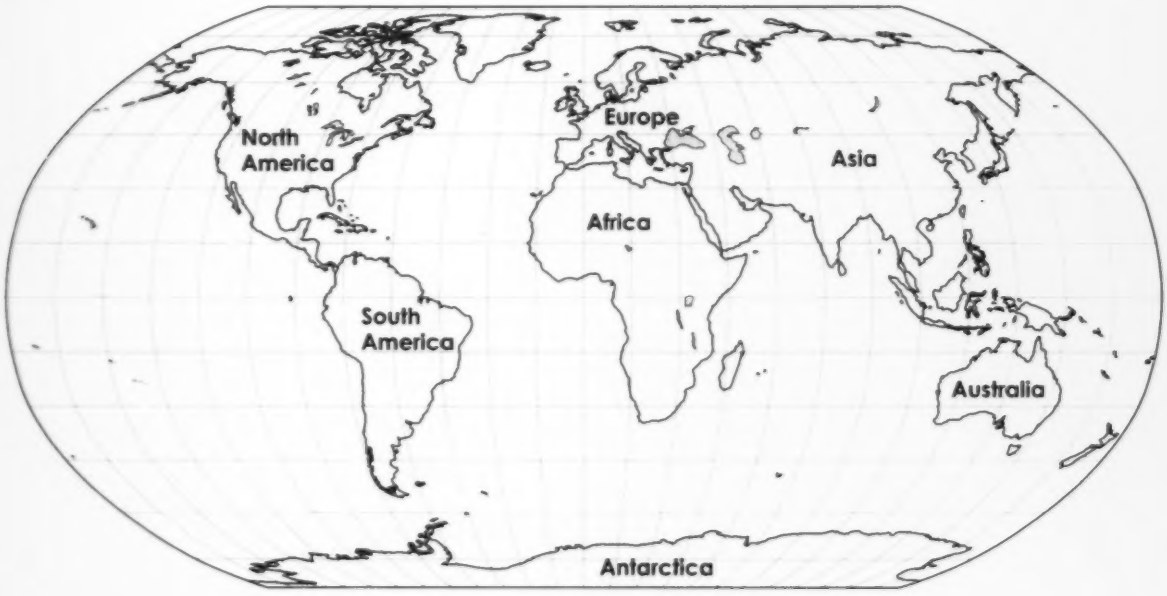
Habitat: _____

Some interesting facts: _____

_____

_____

Range:



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Self-Evaluation

Think about the work you did.
Give yourself a score in each area below.
Then tell why you decided on that score.

	Didn't work hard at all	Could have done better	Work was OK	Worked hard and did a nice job	Did my best work
Learning about my animal:	1	2	3	4	5
Designing the terrain for my model:	1	2	3	4	5
Providing for my animal's needs:	1	2	3	4	5
Making an environment that is close to the animal's real habitat:	1	2	3	4	5
Making an interesting tape about my animal:	1	2	3	4	5

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